Chapter 1

UNDERSTANDING CIVICS

THE CIVICS STANDARDS 6.1 AND 6.2

Standard 6.1: All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

Standard 6.2: All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.

INTRODUCTION TO THE CIVICS STANDARDS

Civics is the study of government, of people, and of ideas. By studying the role of government in their lives, students learn about the structure and functions of federal, state, and local governments. By learning about their government and its role today and in our history, students prepare to become effective and knowledgeable participants in a democratic society. Students also learn about the rights, duties, and responsibilities of citizens in a democracy and about the interaction of citizens and their governments. Further, students learn about the major principles, or ideas, of American democracy, including the key principles of the United States Constitution and of the New Jersey Constitutions. Finally, students learn to appreciate democratic ideals and to participate more effectively in the American system through the study of the humanities: literature, art, philosophy, history, and related fields.

Two of the New Jersey Core Curriculum Content Standards, Social Studies Standards 6.1 and 6.2, cover civics. In addition to the role of citizen, children will fulfill six other roles in their lives: self, family member, friend, worker, consumer, and member of various social groups. Children learn about each of these roles through activities in social studies education.

Additionally, children must acquire knowledge of, and appreciation for, the cultural heritage of the United States. They must learn to use that knowledge to make reasoned decisions in our democratic society. This process of citizenship education begins in the home. Hence, the social studies program includes consideration of self, home, and family as part of this citizenship education process. The school extends the process as the student begins the study of his or her community, local government, and national government. Topics include the U.S. Constitution, the three branches of government, elections, and functions of Congress as well as the rights, duties, and responsibilities of American citizens.

ORGANIZATION OF CIVICS

There are seven clusters, or subtopics, in our organization of the subject of civics, which includes Social Studies Standards 6.1 and 6.2:

- The United States Constitution, other historic American documents, and national symbols and their significance
- Government processes and functions
- Citizenship: rights, duties, and responsibilities
- Studying current issues and public policies
- Learning how the humanities influence society
- Learning the ways in which a society is reflected in its art
- Learning to see the arts as representations of many societies

We have provided representative activities for each of these clusters. Tabl identifies the standard and cumulative progress indicators (CPIs) compri each cluster. Grade levels for the indicators are also displayed. The activities clarify and interpret the CPIs and should be helpful to curriculum developers and teachers when implementing a standards-based curriculum.

Table 5
Core Curriculum Content Standards and CPIs Related to Civics

Civics Topic	CPI	Grade Level
Standard 6.1: All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.		
The U.S. Constitution, other historic American documents, and national symbols and their significance.	1, 5, 6 7 12	K-4 5-8 9-12
Governmental processes and functions	4 10, 11 16	K-4 5-8 9-12
Citizenship: rights, duties, and responsibilities	2, 8 13 15	K-4 5-8 9-12
Studying current issues and public policies	3 9 14	K-4 5-8 9-12
Standard 6.2: All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.		
How the humanities influence society	1, 5, 6 9	K-4 5-8
The ways in which a society is reflected in its arts	2, 3 8 11	K-4 5-8 9-12
Seeing the arts as representations of many societies	4 5, 6, 7 10	K-4 5-8 9-12

REFERENCE

Center for Civic Education. (1994). *National standards for civics and government.* Calabasas, CA: Author.

Standard 6.1
CITIZENSHIP AND GOVERNMENT

All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

INTRODUCTION TO STANDARD 6.1

Students study major documents that are the foundation of our democratic way of life. These documents include—especially and foremost—the Constitution of the United States, including the Bill of Rights. They also study the New Jersey Constitution, plus the history and significance of the major symbols and icons of American life, including the Pledge of Allegiance, the Statue of Liberty, and the Statue of Justice.

Students learn about representation and representative government, the origins of the United States Constitution, the bicameral legislature (upper and lower houses), and the functions of the legislative, executive, and judicial branches of government.

Higher-order thinking skills are critical to this area as students learn to analyze public policies; local, state, and national politics; and elections information. The ability to participate in the democratic process is a major outcome of the work done under this standard.

Descriptive Statement: Social studies must promote civic and democratic principles so that students become informed and active citizens. Before students can make informed decisions, they must have a knowledge of the United States Constitution and the constitutional system of the United States Government. Students should participate actively in constructive public action, including registering to vote, and should seek ways to contribute based on the rights and privileges afforded all citizens.

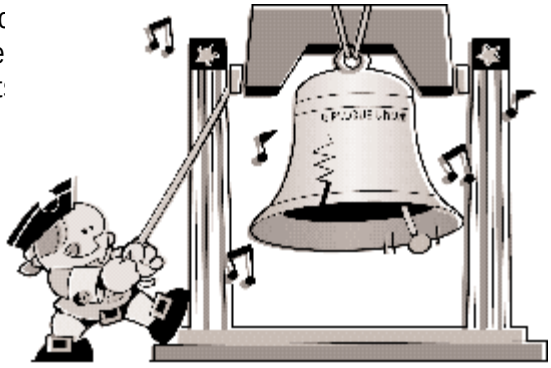
Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Identify key principles embodied in the United States Constitution, and discuss their application in specific situations.
2. Identify examples of the rights and responsibilities of citizens.
3. Assess information about a public issue.
4. Give examples of the impact of government policy on their lives.

5. Identify key documents which represent democratic principles and beliefs, such as the Declaration of Independence, the United States Constitution, the Bill of Rights, the New Jersey Constitution, and the Pledge of Allegiance.

6. Identify symbols of American principles and beliefs, such as the flag and the blindfolded Statue of Justice.



Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

7. Examine the origins and continuing application of key principles embodied in the United States Constitution.

8. Identify and interpret the balance between the rights and the responsibilities of citizens.

9. Locate, access, analyze, organize, and apply information about public issues, recognizing and explaining multiple points of view.

10. Analyze the functions of the executive, judicial, and legislative branches of government.

11. Apply knowledge of governmental structure and process to school, town, and community life.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

12. Explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.

13. Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.

14. Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.

15. Analyze the roles of the individual and the government in promoting the general welfare of the community under our Constitution.

16. Analyze the functioning of government processes, such as elections, in school, town, or community projects.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.1

Grades K–4

Indicator 1: *Key Principles of the United States Constitution*

Indicator 2: *Our Basic Rights*

Indicator 3: *Looking at Current Issues* ***(Grade 4)***

Indicator 4: *Government Policies Can Impact Our Lives—The Christmas Menorah* ***(Grade 4)***

Indicator 5: *Important American Documents*

Indicator 6: *Patriotism and Love of Country—American Symbols*

Grades 5–8

Indicator 7: *Principles of the U.S. Constitution* ***(Grade***

Indicator 8: *The Bill of Rights*

Indicator 9: *More on Current Events*

Indicator 10: *Three Branches of Our Government*

Indicator 11: *The Structures of Government*

Grades 9–12

Indicator 12: *Origins and Principles of the U.S. Constitution—Federalists vs. Anti-Federalists*

Indicator 13: *The Democratic Process*

Indicator 14: *Studying Current Events*

Indicator 15: *What Is a Good Citizen?—Investigating a Public Issue*

Indicator 16: *How Does a Government Work?—City Hall*

Indicator 1: Identify key principles embodied in the United States Constitution[1], and discuss their application in specific situations.

The key principles of the Constitution include government of, by, and for the people; balance of powers among the three branches of government; popular elections, bicameral legislature, and the rights delineated in the Bill of Rights.

The underlying ideals of American democracy are freedom, justice, and equality for all citizens. These ideals are embodied in, and guaranteed by, the implementation of the key principles.

LEARNING ACTIVITIES: Grades K–4

KEY PRINCIPLES OF THE UNITED STATES CONSTITUTION

Overview. The study of the Constitution, the first indicator of the first standard, is one of the few specific historical and content-based listings in the Standards. In the K-4 cluster, students begin the study of the Constitution. This topic is continued in CPIs 5 and 6 in this grade cluster and in CPI 7 (Grades 5-8) and CPI 12 (Grades 9-12). The activities here lay the groundwork for study of the actual document, which also begins in this grade cluster. By the end of Grade 4, students should know the key sections of the Constitution, what it says, how and why it was developed, and what it means to all of us today.

Students will learn that the Constitution is relatively brief (containing 7,000 words) and that it has three major parts: the Preamble, seven articles, and 27 amendments. It spells out the plan for our government including the office of the president, the Congress with two houses, legislative powers, powers specific to the federal government and those reserved for the states (e.g., education), and the methods for amending the document, which makes it living and continually relevant. They learn about the following key principles: limited government (checks and balances), government by the people, separation of powers among the three branches of government (legislative, executive and judicial), judicial review, and federalism. These concepts can be introduced at an elementary level in greatly simplified form for all students.

Students begin by learning about individual and group roles, rights, and functions. Cooperative learning is a good beginning for this study. On the primary level, prepare students to be good citizens by teaching them to listen to others, to understand the rudiments of a dialogue, and to focus on a single point or issue. Students need to understand how each of them has different viewpoints on many issues, but that they all have the same responsibilities regarding themselves and others, whether family members, other students, or fellow citizens. They must learn to reconcile their views with those of others without abandoning their principles. This is the meaning of citizenship in a democratic society.

[1] State law requires the teaching of the United States Constitution under N.J.S.A. 18A:6-3 and N.J.A.C. 6:8-4.5.

Roles and Responsibilities–Polling the Community. Students create a questionnaire to distribute to individuals in their families, in the school community, and in the larger community. The questions may focus on topics such as how each respondent views his or her responsibilities as a member of a family, as a neighbor, as a worker, as a citizen or resident of the United States, and as a citizen of the planet. Discuss the data received. Encourage students to write complete sentences (or paragraphs) to report some of the responses.

Garden (State) Citizens. Students create a bulletin board display (or poster) highlighting their individual roles and responsibilities. First, each student prints his or her name on a colorful circle and attaches construction-paper "petals" to make a flower. On each petal, the student writes a description, draws a picture, or pastes magazine cutouts depicting one of the roles or responsibilities he or she has within the family, the classroom, the school, or the community. Students mount the flowers together on the bulletin board or poster. Label the display with a title such as "A Garden of Good Citizens."

Distinguishing Wants from Needs. Students learn that the Constitution of the United States makes reference to "the general welfare of its citizens." Students create a collage of hand-drawn pictures (or cutout magazine illustrations) that represent some of the things needed to lead a happy life, such as food, clothing, homes, friends, and family. Next, students create a second collage depicting "wants" — those things that seem attractive but are not necessities of living.

Further Exploration. Invite representatives of various service agencies into the classroom to discuss some of the needs that they address in the local community. Students ask questions to learn how these agencies attempt to meet these needs.

Students organize a classroom or school effort to promote the general welfare of the community through a food or clothing drive, or visits to nursing homes. Students experience firsthand how each citizen can play a part in promoting the general welfare of others.

Connections. Students practice their language arts literacy skills while working on this indicator. They read, write, and listen in a variety of projects related to the study of the Constitution. See especially Language Arts Literacy Standards 3.2, 3.3, and 3.4.

Resources. The following resources provide support for the suggested activities:

Colman, P. (1987). *The Constitution.* Children's Press.
Fritz, J. (1987). *Shh! We're writing the Constitution.* Putnam.
Levy, E. (1987). *If you were there when they signed the Constitution.* Scholastic.
Maestro, B. (1987). *A more perfect union: the story of the Constitution.* Lothrop, Lee & Shepard.
Prolman, M. (1995). The Constitution. Children's Press.
Spier, P. (1987). *We the people: the Constitution of the United States of America.* Doubleday and Company. 1987.
Stein, R. (1992). *The Bill of Rights.* Children's Press.

Copies of the U.S. Constitution are available from many sources including the U.S. Government Printing Office, the *World Almanac,* textbooks, and many Web sites including the U.S. Congress' Web site www.Congresslink.org and www.usconstitution.net/const.txt

Indicator 2: Identify examples of the rights and responsibilities of citizens.

Students learn that our rights are guaranteed by the Constitutions of the United States and of New Jersey. They also learn that rights have related duties and responsibilities. We are proud of our rights and want to protect them, but we also have responsibilities to others and to our country.

LEARNING ACTIVITIES: Grades K–4

OUR BASIC RIGHTS

Overview. As American citizens, we have the right to live in the United States and to share in the benefits of our country. We have many duties including obeying the laws, paying taxes, and serving on juries. Voting is a right and a responsibility of every U.S. citizen who is 18 years or older. Students learn that there are countries in the world where people do not have the privilege of voting for their government officials. Students will better understand how important this process is if they are given an opportunity to actively participate in an election. This experience can be related to a presidential, state, or local election. Listed below are some activities that can be used in a classroom. Most of these activities pertain to a national election, but they may be adapted for other elections as well.

Candidates in the News. Create a bulletin board to post articles and pictures about the candidates and their platforms. Divide the bulletin board into three different sections with red, white, and blue colored paper. The red and blue sections should be used to hold information about the two major candidates, and the white section should be used for information about both of the candidates or the election in general. Encourage the students to read the articles they bring in and then share the important details with the rest of the class before displaying them.

Going to the Polls. Because voting is an important act that not all eligible citizens participate in, students make fliers and posters to encourage people to get out and vote. They make special hats or badges to wear as election volunteers. If your school is open on Election Day, arrange a class trip to the polling place. Also, a visit to the classroom by a polling place official would be useful and easy to arrange.

Household Rules. Divide the class into small cooperative groups, and give each group a large piece of poster paper. The left half should be labeled “Rules at Home,” and the right side marked “Reasons for Rules.” Students discuss some of the rules they are expected to follow in their families and why they think each rule is important. They list five rules that they all agree are important. Across from each rule, in the section labeled “Reasons for Rules,” the students write as many reasons as they can for this rule. When all posters are complete, the class discusses each poster. Help students realize that as a member of a family, it is their responsibility to follow the rules that have sound reasons. Discuss what may happen in a household where individuals do not follow rules. Remind students that members of any group or society have responsibilities. Finally, encourage students to think about individuals in positions of authority whom they know and discuss their duties.

Identifying Positions of Authority. Students collect pictures of people who represent those of authority in the home, school, or community. They cut them out and mount them on pieces of oak tag labeled with the role each individual plays in society (e.g., principal, teacher, mail carrier, doctor, mayor, babysitter, parent). Discuss each role to be sure that the students understand what the terms mean. Next, students label three shoe boxes with the words "Home," "School," and "Community" and then decorate them. They put the pictures of each person in the appropriate box to show where these individuals have positions of responsibility.

Roles and Responsibilities–Analyzing Two Societal Roles. Working in cooperative groups, students select and analyze two different roles in society. Suggested choices include the following: president, principal, teacher, school nurse, superintendent, mayor, police chief, fire chief, detective in charge of vandalism, and director of the local parks and recreation office. (Consider writing these choices on Popsicle sticks that groups randomly select.) On chart paper, students record their responses to the following questions: What are three responsibilities this person has? What may be one of the biggest problems this person must face? What are some potential solutions to this problem? Would you suggest any changes in this role? Discuss written responses with the class.

Classroom/School Citizenship in Action–Creating a Poster. Discuss the responsibility each individual has in making the school environment the best it can be. Using a variety of colored chalk, markers, and/or paints, students create a poster entitled "How to Respect or Improve Our Classroom and School." Encourage students to draw pictures or write ideas and suggestions they have to achieve this goal. Display the posters in the classroom or elsewhere in the school.

Further Exploration. Discuss the responsibilities each person has within society. Students meet in small cooperative groups to brainstorm their ideas. Each group creates a retrieval chart with three columns under the heading "What Are You Responsible For?" (or other appropriate title). Students record what they are responsible for in school, at home, and in the community.

Connections. Relate this unit to Workplace Readiness Standard 4 on self-management. Students learn to work cooperatively with others, to evaluate their own actions and accomplishments, and to accept criticism.

Resources. The following resources provide support for the suggested activities:

Coleman, W. (1987). A new true book: *The Bill of Rights,* Children's Press.
Commager, Henry. (1961). *The great Constitution.* Bobbs-Merrill.
Cooke, Donald. (1959). *America's great Document:* The Constitution. Hammond.
Fritz, Jean. (1969). *George Washington's breakfast.* Coward-McCann.
Fritz, Jean. (1976). *Will you sign here, John Hancock?* Coward-McCann.
Fritz, Jean. (1977). *Can't you make them behave, King George?* Coward-McCann.
Fritz, Jean. (1982). *What's the big idea, Ben Franklin?* Putnam.
Livingston, Myra Cohn. (1985). *Celebrations.* Holiday House.
Morris, Richard. (1970). *The first book of the Constitution.* New York: Four Winds.
Prolman, M. (1969). *The story of the Constitution.* Chicago: Children's Press.
Seuss, Dr. (1957). *The cat in the hat.* New York: Random House.

Indicator 3: Assess information about a public issue.

Students begin to review public issues in a general way. At the fourth-grade level, they can research local issues such as school regulations, local ordinances concerning skateboards, and proposed public expenditures for a football stadium. They learn how to collect information about issues and realize that there are usually two or more viewpoints about any issue.

LEARNING ACTIVITIES: Grade 4

LOOKING AT CURRENT ISSUES

Overview. In forming their own opinions about current issues, students learn to become informed about the issues and to be creative. It is important that students' innate creativity be encouraged from the early grades. One method to foster creativity is brainstorming, a workplace technique of group thinking that involves the maximum amount of open-mindedness and restricts negative responses to the ideas of others in the group. Individuals in a group suggest solutions to a problem in a context in which each suggestion is accepted without criticism or debate.

An Introduction to Brainstorming. After explaining the rules of brainstorming to the class, pose an issue or topic related to the immediate classroom, the school, or the community. Ask the class to brainstorm potential responses. Appoint a recorder to write the responses on chart paper. Encourage students to respond spontaneously with the understanding that there is to be no negative feedback about anyone's suggestion. Good topics for this activity include the following:

- Classroom rules for good behavior
- Improving our neighborhood
- Ideas for helping people
- Possible homework assignments

When the brainstorming session is over, the class reviews the responses and begins to combine those that are similar. After this analysis, the class summarizes the group's ideas into a coherent description. This activity can be done repeatedly throughout the grades to enhance creativity and to teach self-management skills and impulse control.

Brainstorming Keywords. The library media specialist works with the students on the use of keywords in library research. Students use their brainstorming techniques to come up with keywords related to the public issues they have decided on. Through the use of keywords, students locate materials on their chosen subjects. Students evaluate the information found based on its timeliness, relevance, and validity.

Changing Viewpoints. The class selects an issue from the school community. Before attempting to gather information about the issue, the students discuss the issue and begin to formulate indi-

vidual views. Each student writes a paragraph expressing his or her preliminary viewpoint, collects information through interviews and library research, and then writes another paragraph expressing his or her informed viewpoint. By comparing the pre and post expressions of their viewpoint, students can determine how the researched information affected their views. This analysis can lead to a productive class discussion about the necessity of getting the facts on an issue before rushing to judgment.

Further Exploration. Students in Grade 4 may be ready to think about a real public issue. A brainstorming session would be useful to generate a list of issues to investigate. For example, they could review a list of taxable items in the local or state community and indicate on a checklist whether each item should or should not be taxed. They could review a simplified summary of the budget for the school district or the township. Selected readings from the local newspaper would provide differing viewpoints for the class to consider.

Connections. Relate this unit to Workplace Readiness Standard 4, Indicator 12, on interpreting and analyzing data to draw conclusions.

Resources. The following resources provide support for the suggested activities:

Parnes, Sidney. (1966). *Creativity workbook.* New York: Knopf.

Spencer, Lyle M., & Spencer, Signe. (1993). *Competence at work.* New York: Wiley. (A good overview of workplace skills based on the work of McClelland on achievement motivation)

Tables & graphs, Books AA to D. (1995). Continental Press.

Koffel, L. (1994). *Teaching workplace skills; creative ways to teach students the skills employers want.* Gulf Publishing.

Lamm, K. (1998). *10,000 ideas for term papers, projects, reports, and speeches.* Arco.

Indicator 4: Give examples of the impact of government policy on their lives.

In the primary grades, students should begin to understand how government actions affect each person and how the exercise of our rights can influence a government.

LEARNING ACTIVITIES: Grade 4

GOVERNMENT POLICIES CAN IMPACT OUR LIVES
The Christmas Menorah

Overview. The concepts of individual civic responsibility and community action to protect the individual and the rights of all are important concepts in the development and defense of the democratic process and our Constitutional system. Many American citizens are aware of their rights under our Constitution. However, the importance of practicing civic responsibility and community action to address important issues regarding "the general welfare" and individual liberties are too often neglected and forgotten. Students need to develop an understanding of the democratic process that stresses civic responsibility and community action as well as individual rights and the Constitutional system of our government. It is essential that they recognize the importance of being personally vigilant in defense of those liberties and of working with others to maintain a government and a community attitude that is protective of those rights for all.

The Christmas Menorahs: Analyzing the Story. Students read selections from a book by Janice Cohn entitled *The Christmas Menorahs: How a Town Fought Hate.* (Read the book to the class if sufficient copies are not available.) This story is based on an incident that occurred in Billings, Montana, in 1993. An act of hate and discrimination targeting a Jewish family was soon followed by other acts of hate and bigotry that spread to include African Americans and Native Americans. In response, a few individuals roused their community to take a stand together against that bigotry and hatred. This story is a powerful example of the impact that an individual and a community can have upon others when they decide to protect the lives and rights of all-to take a stand against hate and for justice.

During the reading, students identify the rights that are being violated, the choices for action and/or inaction that are possible, the potential consequences of each choice, and the choices that are made by various individuals. They also identify the motives and attitudes exhibited by the different characters.

After the selections are read, students make a chart, story map, or chain map identifying the various abuses, the individuals and groups noted, the actions taken, and the consequences of those actions. Identify the specific responses of groups such as the police, city officials, unions, churches, and newspapers as well as the actions of individuals young and old. Discuss possible consequences

to the individuals and the town if the community had failed to come together. This lesson may be expanded over a number of days to include the development of an understanding of terms and concepts such as *prejudice, discrimination, religious freedom, community action, individual responsibility, power of the press, hate crime, racism,* and *harassment.*

Application: Developing an Action Plan. Students write about how they think their own community would respond to hate crimes. Working in small groups, they develop an action plan that they believe would help their community respond to acts of hate and discrimination if such incidents occur. In the plan, they explain how they would try to help individuals targeted by hate crime.

Further Exploration. Many incidents in our nation's history address issues such as individual rights and responsibilities, the role of the government in protecting the rights of all, the role of the press, and community action. Examine these incidents as well as incidents of prejudice and discrimination and the consequences when communities and individuals fail to respond. Suggested research topics include the civil rights movement, the women's movements, the policy of removal of Native Americans, the reservation policy, the Japanese-American relocation policy, the labor movement, and the actions of white supremacists.

Connections. This activity can be connected to Standards 6.2, 6.3, 6.4, and 6.5. Through studying incidents such as the Billings, Montana, incident, students can study and develop an understanding of the importance of the rights established by our Constitutional system, the government's role in protecting those rights, and the importance of community and individual responsibility in defending those rights for all. They will recognize the importance of the role of civic responsibility in protecting the civil rights found in a democratic society.

Resources. The following resources provide support for the suggested activities:

Not in our town (video and guide) and *Not in our town II: Citizens respond to hate* (Available from California Working Group, 5867 Ocean View Drive, Oakland, CA 94618)

Teaching tolerance. (A monthly magazine provided free of charge to schools; available from Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104)

Brown, B. (1994). *Happy birthday, Addy!* Pleasant Company. (Fiction)

Bush, L. (1998). *Rooftop secrets and other stories of anti-semitism.* Union of the American Hebrew Congress.

Cohn, J. (1995). *The Christmas menorahs: How a town fought hate.* Albert Whitman & Co.

Green, J. (1998). *Dealing with racism.* Copper Beech Books.

Greene, P. (1993). *The sabbath garden.* Lodestar Books. (Fiction)

Holsclaw, B. (1997). *Under our skin: Kids talk about race.* Holiday House.

(This section developed by the New Jersey Commission on Holocaust Education)

Indicator 5: Identify key documents which represent democratic principles and beliefs, such as the Declaration of Independence, the United States Constitution, the Bill of Rights, the New Jersey Constitution, and the Pledge of Allegiance.

Students will be expected to have knowledge of the documents listed in this indicator. They should be able to explain the democratic principles and beliefs embodied in the United States and New Jersey Constitutions, the Bill of Rights, and the Pledge of Allegiance.

LEARNING ACTIVITIES: Grades K–4

IMPORTANT AMERICAN DOCUMENTS

Overview. Students must know and be able to reference the documents specifically listed in the CPI. They must especially be familiar with the Constitution of the United States, the written statement of basic principles and rules of government for our country. After the 13 colonies declared themselves free in 1776 and won freedom in the American Revolution (1775–1781), the framers created the document that would be the basis of the new independent government.

Identifying Rules. Discuss the way in which the document is a plan for government. The class should go over each article separately. Explain what a rule is. Divide the class up into cooperative groups, in which students draw pictures (or cut out pictures from magazines) of people following rules. Each group should focus on rules being followed within different settings, such as at home, in school, while driving a car, or while playing games.

Other Key Documents. Key documents are historically important statements of basic American principles. They include the major documents of our history: the Constitution, Washington's inaugural speech and farewell address, the inaugural speeches of Lincoln and Kennedy, selected letters of Thomas Jefferson, the Federalist papers, notable Supreme Court decisions, and many others. The list will continue to grow. There have been many collections of these documents; the most well-known is the Commager collection. We also include the Pledge of Allegiance, which, while not exactly a document, is an important American statement. Students are most familiar with the Pledge of Allegiance because it starts their school day. Provide background information to students on the origin of the pledge in 1892, when Francis Bellamy wrote it to celebrate the anniversary of Columbus's arrival in America.

The Significance of the Pledge of Allegiance. For centuries, rulers required such pledges and all were forced to comply. Only in a democracy is such a pledge voluntary. Students learn that this is part of our heritage of freedom. It is important also that they have an idea of what the words mean and why it is something that is repeated in schools throughout our nation every day. They

should also see its relationship to the Constitution and the Declaration of Independence. How does the phrase "with liberty and justice for all" reflect sentiments expressed in the other major documents of our history?

Pledges. Research the history of the Pledge of Allegiance. Discuss why the Pledge was first written and what kind of purpose it provided for citizens. Be sure they know what the Pledge means and the significance of making a pledge or promise. Ask students to name other pledges they may have said or heard said, such as Girl Scout Promise or the Boy Scout oath. They may work to create new pledges to New Jersey, to their community, to the school, to the class, to their family, or perhaps to a best friend.

One Nation Indivisible. The word "indivisible" is probably unfamiliar to most students. Look up its definition, and discuss ways that a country could be divided. Research the American Civil War. Discuss how the country was almost divided. Students create a map depicting the two separate countries that may have formed if the Confederacy had won the War Between the States.

Declaring Independence. The stripes on our country's flag represent the 13 original colonies. The colonies, although each had a colonial government, were ultimately governed by the mother country. Those individuals who wanted to break away from the mother country needed to make a statement. The result was the Declaration of Independence. Students need to understand what it means to declare something and the new responsibilities that being independent entails. Ask them to list all of the things that are provided for them by parents or other family members. Write these items on the chalkboard. Next, ask students which of the items on the list they could supply themselves if they became independent. Discuss how much independence costs in terms of loss of assistance, guidance, and protection.

Debating Independence. After researching some of the factors that led to the writing of the Declaration of Independence, invite students to role-play a debate between a patriot and a loyalist living just prior to the American Revolution. Encourage them to state reasons why or why not independence from Great Britain was a good idea.

Further Exploration. Tell the students that they are going to an imaginary planet. Brainstorm characteristics and natural resources that they would like to find. Inform them that they will take along with them everything that they will need to establish a settlement there. Not long after arriving, they will need to write a constitution so that they, as citizens of this planet, will be able to plan how they will be governed. Encourage students to use their imaginations to think of the issues that they may need to face in order to establish this government.

Connections. There are many linkages here to standards in the arts, language arts literacy, and workplace readiness as well as other social studies standards. The systems-thinking approach means that the teacher is aware of these connections and teaches to them. Have students do research (Workplace Readiness Cross-Content Standard 2) into pledges to rulers before the Declaration of Independence.

Resources. The following resources (also listed under Indicator 2 of this standard) provide support for the suggested activities. These are just a few of many related titles:

Coleman, W. (1987). *A new true book: The Bill of Rights,* Children's Press.
Commager, Henry. (1961). *The great Constitution.* Bobbs-Merrill.
Cooke, Donald. (1959). *America's great document: The Constitution.* Hammond.
Prolman, M. (1969). *The story of the Constitution.* Chicago: Children's Press.
Seuss, Dr. *Yertle the turtle,* New York: Random House.
Turner, Ann. (1995). *Dust for dinner.* Harper Collins.
Wilder, Laura Ingalls. (1940). *The long winter.* Harper Trophy.

Annual issues of the *Legislative Manual of the State of New Jersey.* These are available in any public library.

Check this Web site for hundreds of resources on teaching civics from the federal government: http://www.ed.gov/free/

See also the *We the People* classroom activity materials from the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.

Indicator 6: Identify symbols of American principles and beliefs, such as the flag and the blindfolded Statue of Justice.

The introduction to the Social Studies standards states that "social studies education promotes loyalty and love of country and it prepares students to participate intelligently in public affairs" (New Jersey Department of Education, 1996, p. 6-1). Teaching students about important symbols such as the flag and the Statue of Liberty reinforces loyalty and love of country.

LEARNING ACTIVITIES: Grades K–4

PATRIOTISM AND LOVE OF COUNTRY
American Symbols

Overview. Each of the national symbols listed in the CPI above, and many not listed, are significant in American history. The American flag, often called the "Stars and Stripes" or "Old Glory," symbolizes the unity of 50 states and of the nation. The Statue of Liberty symbolizes the open door of a nation of immigrants. The blindfolded Statue of Justice tells us that justice is blind to the status of those who come before the courts. Students learn the history and significance of many of these symbols of American principles and beliefs as they progress through the grades. Students learn to say the pledge in the early grades.

The Meaning of the Symbols. Students should be given an opportunity to become familiar with those things in our culture that are considered to be symbols and signs of being American. This learning should begin in the early grades and should continue until graduation from high school. The daily Pledge of Allegiance should be studied by children and should be the subject of several lessons. Most students have seen and pledged to our nation's flag, have seen or participated in parades, and can recognize decorations and pictures that represent the United States. Nevertheless, it is important that they learn how these things became symbolic and what they symbolize regarding American principles and beliefs. Other symbolic national emblems are the Great Seal of the United States including the American eagle (the national bird), the national anthem, and the national motto ("In God We Trust").

Describing the Stars and Stripes. Provide a small American flag or a lifelike picture of one to each group of students. Within each small group, students describe the flag's physical characteristics (e.g., its size, colors, shapes, design) as accurately as possible. Class discussion and sharing should follow so that all groups have a chance to participate. This activity can be linked to Language Arts Literacy Standard 3.5, Indicator 4, in which students "articulate information conveyed by symbols." It becomes a valuable speaking and writing activity as students learn to describe orally and in writing what they see.

Creating Flags–Old and New. The class researches the history of the American flag and how the flag has changed over the years. Students draw flags of the past and label each flag with the date on which it was adopted. Relate this to Visual and Performing Arts Standard 1.3, Indicator 1, as students "apply elements and media common to the arts to produce a work of art." Students create replicas of the flag with paper, paint, clay, and/or other materials and prepare collages based on the various versions of the flag-from the original 13 Stars and Stripes to the present version. Students use the colors red, white, and blue to create other flags or new kinds of figures and designs.

Individuals Important in the Flag's History. There is a lot of American history wrapped up in Old Glory. In this activity, students learn more about the history of the American flag and the individuals involved with the flag throughout our history. Examples include the following:

- The Committee of Congress, which in 1777 passed a resolution directing that the flag of the United States contain 13 stripes and 13 stars
- President Monroe, who signed the Flag Act of 1818

Symbolism of Flag Design and Colors. Students discuss what each symbol, color, and design of the flag represents:

- Stars for states
- Bars for 13 original colonies
- Colors and their significance:
  - Red: blood, courage, sacrifice, zeal
  - White: purity, cleanliness, peace, hope
  - Blue: loyalty, freedom, justice, truth

Students bring in pictures of other flags that may represent another country, a state, or event. Discuss possible reasons for the various designs and colors used. Students can also discuss the Stars and Bars of the Confederacy and its significance.

Respecting the Flag. Obtain from the local United States Navy Recruiting office a copy of their brochure entitled "How to Display and Respect the United States Flag." Explain to students that the Federal Flag Code Public Law 94-344 tells us how to respect the flag. Go over the rules for displaying and respecting the flag. Students write brief essays on the reasons for respecting the flag.

Creating a Personal Flag. Students create their own flag representing either themselves, their class, their family, club, or other group. Encourage them to use designs and colors that will signify characteristics of the person or group. In a 5-minute presentation to the class, each student displays his or her flag and explains its significance (Language Arts Literacy Standard 3.1, Indicator 8).

The Star Spangled Banner. Students review the words to "The Star Spangled Banner." They research the War of 1812, particularly the battle at Fort McHenry. Discuss what Francis Scott Key may have been referring to in the lyrics and how this song represents the people and the spirit of our country.

Representing America in Song and Costume. Using the resources of the library media center and/or the Internet, students gather a collection of patriotic songs. Discuss each set of lyrics to determine how the lyrics relate to the characteristics or historical events of our country. Invite the students to come to school dressed in a costume that to them represents the United States and its ideals and principles.

Defining Patriotism. Explain the idea of patriotism (love of one's country) to the class. Students use a dictionary to define the word ***patriotic*** and then list ways that people may show patriotism. Discuss patriotic holidays, such as those on which citizens may display an American flag or hold a parade (e.g., Flag Day or July 4th). Remind students of what we are celebrating on July 4th: the day on which the Second Continental Congress declared the United States a free and independent country. Encourage students to invent their own patriotic holiday, such as "Liberty Bell Day" or "Love Your Country Day." The class can create its own group holiday, decorate the classroom in a patriotic theme, and participate in their own parade.

New Jersey Emblems and Symbols. Students form committees to research the state symbols, mottoes, and other important emblems. An excellent source is the many publications of Afton Publishing Company and the work of John T. Cunningham, who many regard as "Mr. New Jersey History."

Further Exploration. Students research the story of the patriotic statues, Justice and Liberty. How did they originate? What do they stand for? What is the connection between the Statue of Liberty and immigration, Ellis Island, and so on? Students research their own families to discover relatives who came to America through Ellis Island. Related topics include the American eagle, early American flags, Uncle Sam, Yankee Doodle, and other symbols of American values.

Connections. The connections to language arts literacy and visual arts have already been mentioned. Students view the various American flags and the historic status as aesthetic products.

Resources. The following resource provides support for the suggested activities:

Cunningham, John T. (1994). *You, New Jersey and the world.* Andover, NJ: Afton Publishing. (There are many other New Jersey-specific publications in their catalog.)
Fisher, L. (1993). *Stars and stripes: our national flag.* Holiday House.
Fritz, J. (1977). *Can't you make them behave, King George?* Coward-McCann.
Giblin, J. (1983). *Fireworks, picnics, and flags.* Houghton-Mifflin.
Kroll, S. (1994). *By the dawn's early light: The story of the Star-Spangled Banner.* Scholastic.
Quiri, P. (1998). *The American flag.* Children's Press.
Ryan, P. (1996). *The flag we love.* Charlesbridge.
Sedeen, Margaret. (1993). *Star-Spangled Banner: Our nation and its flag.* Washington, DC: National Geographic Society. (A thorough, 230-page coverage of the subject)
Spier, P. (1992). *The Star-Spangled Banner.* Yearling Books.
Swanson, J. (1991). *I pledge allegiance.* Carolrhoda.

In addition, materials provided by the national headquarters of the Veterans of Foreign Wars (406 West 34th Street, Kansas City, MO 64111) will help students learn about the history of the flag and the Pledge of Allegiance. Contact your local VFW for speakers.

Contact the White House Historical Association (1-800-555-2451) for a catalog of symbolic American memorabilia, including Christmas tree ornaments from 1981 to 1999.

Indicator 7: Examine the origins and continuing application of key principles embodied in the United States Constitution.

Students learn that the idea of democracy originated in ancient Greece, where assemblies of the people decided important issues. They learn about the American form of democracy, which is also called ***representative government***. They learn that decisions are made by assemblies of our representatives at all levels of government. They learn that the key provisions of the Constitution are based on the principles of liberty and equality.

LEARNING ACTIVITIES: Grades 5–6

PRINCIPLES OF THE U.S. CONSTITUTION

Overview. The concept of ***representative democracy***, or ***indirect democracy***, developed in Western Europe. This concept is the model for our government today. Elected representatives in Congress, the state legislatures, and city councils make decisions for us and are required to face an election every so many years as a way for the people to evaluate their decisions. Our society functions because its citizens have accepted certain rules (the ***social contract***) and agree to follow them.

The Need for Rules. Students understand rules. They know that if a rule is broken, there will be certain consequences. As students examine the rules and "laws" at work in their daily lives, they explore questions such as "Who makes the rules?" Discuss with the students their ideas concerning who makes rules for home, school, and community. Students compile lists of the persons and groups who make the rules and the kinds of rules they make.

Documentation. Students investigate the ways in which people are made aware of rules. Are they informed verbally? Are there any other methods? How do nonreaders learn the rules? Bilingual students? Students with visual impairments? With the help of the library media specialist, students collect materials from the school library such as local ordinances and summaries of laws. Tour a local government office (perhaps the field office of a state representative). Ask the library media specialist to help in finding materials, such as a bicycle or motor vehicle code, that give rules and directions.

Fairness. Move into the question of fairness. Do the students think that all of the class rules are fair? Why or why not? If they could make the rules, what would they be? Remind them of their earlier discussions. Working in small groups, students develop a set of ideal community rules that are fair to everyone (equity). Each group presents its list to the class and explains why each rule is necessary. Afterward, open the floor for discussion. Tell the class that they will all decide together on new school and community rules. One fair way to decide as a group is to vote. After students vote on each rule, prepare a list of the accepted class rules. The class lives with the rules for one week and then regroups to evaluate the success of each rule.

Classroom Rules. Engage the students in activities that involve making rules collaboratively, analyzing the rules, and determining their effects. As they begin to govern their own classroom, they will have an opportunity to explore the workings of a democratic society.

Practical Information. Explore the school rules that apply to special situations, such as a substitute teacher or a fire drill. Ask students if these rules are clear as well as sensible. Students prepare a presentation to teach another class about these special situations.

Literary Reference. Read Kalli Dakos's poem, *Teacher Could You*, about a young girl who questions the fairness of the school rules. Do your students agree with the girl? Can they see the situation from both the student's and teacher's perspective?

Key Principles. Explain to the class that the Constitution is a set of rules for our country and that it has been effective for more than 200 years. The key provisions of the U.S. Constitution can be listed as follows:

- Separation of powers
- Bicameral legislature
- Popular election of the president and members of Congress
- Powers specifically granted to the federal government and those accruing to the states
- The judicial system
- The first 10 amendments, known as the Bill of Rights.

Explain to the class the meaning of each of the key principles. Assign readings for each of them from the library or from the popular press. Students investigate answers to questions such as the following: What does Congress do? What is the difference between the Senate and the House in Washington? How is the president elected? What are specific jobs of the national government? of the states? Explain that there is an ongoing need for the courts to apply the principles to everyday situations. The courts and the scholars often disagree among themselves. Emphasize to the students that the interpretation of the meaning of the Constitution's language involves trying to discover the "original intent" of the founders as well as determining the modern applications of that intent.

The Three Branches. Students learn that the three branches of government are:

- The legislative branch, which creates the laws
- The executive branch, which enforces the laws
- The judiciary branch, which interprets the laws

After reviewing these three branches, the class examines the powers of the Board of Education, the district superintendent, and the building principal in relation to those of the three branches of government. Do they see any connections or similarities?

New Jersey Constitution. Distribute copies of the table of contents of the New Jersey Constitution[1] for the class. Discuss with them each of the 11 articles, eliciting from students what they know about each of these subjects. Students work in 11 small groups summarizing one of the articles and preparing for a presentation to the class. Students compare Article I with the Bill of Rights in the U.S. Constitution.

[1]The New Jersey Constitution can be found at the New Jersey Legislature website www.njleg.state.nj.us/html/98/

Mayflower Compact. Students investigate how the Mayflower Compact was a forerunner of the U.S. Constitution. The Compact embodies basic American principles and provides insight into the history of the Colonial Period. An excellent resource for this activity is the *Teacher's Guide for the Mayflower Compact* prepared by the New Jersey Society of Mayflower Descendants. There are many other forerunners of the Constitution that might be studied to learn the origins and development of the key principles involved.

Local Officials. Students investigate several aspects of their local government. They research answers to questions such as the following: Does our town have a mayor or chief executive officer? What is his or her title? What is our town's legislature called? What are the local courts called? Students write to the local government office (in city hall or the municipal building) to request information about these issues, which the class can then review.

Further Exploration. Ask students what would everyday life in school be like if there were no rules about making noise in the hallway or bringing a loud boom box to class? Alternately, students could consider community rules about red lights, hours for business to be open, and so forth. Students begin to list such rules (local ordinances) and analyze their content and their effects.

Connections. An exploration of classroom rules can insure successful classroom dynamics. A "rules and fairness" study is also useful. This study can become part of a school community unit. The activities under this indicator address many additional standards and indicators. For example, Workplace Readiness Standards 3 and 4 stress critical thinking and self-management skills, and Workplace Readiness Standard 5 deals with safety principles. Standards in the visual and performing arts as well as language arts literacy may be addressed by student presentations in the various forms.

These activities introduce students to the concept that rights are not absolute (Standard 6.1, Indicator 8) nor are the powers of any individual. Students see the relevance of basic concepts of governance (Standard 6.1, Indicator 11) to our lives. The interrelated roles of family, society, and government (Standard 6.4, Indicator 7) can also be related to this activity. By using this school situation, students will understand how their lives are impacted by other individuals and institutions (as studied in Standard 6.5, Indicator 8).

Resources. The following resources provide support for the suggested activities:

Bauer, M. (1987). *On my honor.* Houghton Mifflin (Fiction)
Dakos, K. (1990). *If you are not here, raise your hand: Poems about school.* New York: Simon & Schuster.
Leedy, M. (1996). *How humans make friends.* Holiday House.
Lindop, E. (1998). *The Bill of Rights and landmark cases.* Watts.
Micelle, L. (1997). *How kids make friends.* Freedom Publishers.
Nunez, S. (1997). *And justice for all: The legal rights of young people.* Millbrook Press.
Society of Mayflower Descendants. *A Teacher's Guide for Studying the Mayflower Compact.* (P. O. Box 3297, Plymouth, Massachusetts 02361).

(Some activities submitted by the New Jersey Historical Society, Newark, NJ)

Indicator 8: Identify and interpret the balance between the rights and the responsibilities of citizens.

Students learn that as American citizens they have rights that are established by the U.S. Constitution: free speech, freedom of religion and of assembly, the right to petition the government, and so forth. They also learn that these rights are not absolute. For example, there are limits to free speech, and we cannot incite a mob to riot. Every citizen has responsibilities as well as rights, and the welfare of society must be considered by each of us. This concept has already been covered at an earlier grade. Through activities addressing this indicator, middle school students take a more incisive look at these notions.

LEARNING ACTIVITIES: Grades 5–8

THE BILL OF RIGHTS

Overview. There has been, from the beginning of the Republic, an enduring concern about the rights of all Americans. Disputes and disagreements with the English crown over rights led to the American Revolution and the consequent establishment of a new nation. After writing the Constitution, the founders initially did not add a statement of rights. Many individuals, such as George Mason, believed that a statement of rights was not necessary, that the document would protect the rights of all by the restraints it placed on government. However, two years later, James Madison, goaded by public pressure, added the Bill of Rights to ease the fears that states had about this new powerful federal government. The history of the Bill of Rights is the history of the evolution of our thinking about rights—what rights we have, why they are important, and how they were extended to people denied them in the past.

Rights Guaranteed by the First Amendment. Prepare a list of First Amendment rights readily understood by students in this grade cluster. After the students have studied the list, discuss each of the guaranteed rights and what they mean to every individual. Record specific applications mentioned during the discussion. Discuss with students these rights: free speech, freedom of religion, freedom of assembly, the right to petition the government, the right to be secure in our homes, the right to due process of law, the right to a speedy and public trial, the right of trial by jury, and protection against cruel and unusual punishment.

Prepare for students summaries of several Supreme Court cases dealing with several of the rights guaranteed by the First Amendment. Sources include *U.S. Law Week,* the *Supreme Court Reporter,* and the *Rutgers Law Review* and USSCPLUS.com, the Supreme Court Website which is a fee-paid service. Instruct students in the basics of writing a very simple legal brief outlining the facts of the case and referencing the relevant portions of the Constitution. (Develop the format in conjunction with the language arts teacher.) After researching cases, cooperative learning groups develop their own legal brief related to the specific right that the group members have researched. Students can then role-play some of these in a moot-court setting, as is done in law schools. For each case, roles may include the judge, attorneys for both sides, witnesses, plaintiffs, and defendants.

Vignette. James Madison Middle School has been experiencing a problem common to many schools today. Its students favor the use of backpacks in order to carry their books and supplies. However, these backpacks have created somewhat of a difficult situation. Students and staff have been hit, mostly by accident, with bulging backpacks. The backpacks can clog the aisles, thereby creating another safety hazard. As a result, the Board of Education created a regulation that barred bringing backpacks to school. Punishments attached to the order ranged from a warning (first offense), to a detention (second offense), to a suspension (third offense).

One of the backpackers, Jim T., disagrees with this regulation. He needs his backpack in order to carry the many tools he needs to maintain his position as an honor student. He notes that he has never hurt, nor hit, anybody in school with the backpack. He and his parents are of the opinion that the Board of Education has overreacted to the situation. Contesting the regulation, he continues to bring the backpack to school. The first time resulted in a warning, after a teacher turned him in to the school's principal. Believing in his cause, Jim continues to carry the backpack, and receives a detention, followed by a suspension. The parents appealed the principal's actions to the district superintendent. Upon review of the facts, the superintendent upheld the principal's action. Upon consultation with an attorney, Jim's family filed a lawsuit.

The following questions pertain to the vignette. After examining the powers of each of the three branches of government, who maintains a similar power within the school environment? In what ways are these similar to, or different from, the government's power? What powers and limits are maintained by each of the characters in the scenario? Does each player in this little drama have rights and responsibilities? What about the student's responsibility for safety in the school? What about defiance of school authorities who are charged with responsibility for that safety? Why is it necessary, in a democracy, that power over others is both divided and limited? On the other hand, what danger might there be in imposing too many limits? What protections does Jim have in his dilemma? Students debate the school rule and its application. They comment on the decision-making process and its appropriateness.

Further Exploration. Students should be encouraged to uncover real-life situations that illustrate how government powers have been separated into various sources. The concepts of impeachment, judicial review, and civil rights can be illuminated by such study. In addition, research into, and discussion of, students' rights might ensue.

Connections. Relate this activity to Workplace Readiness Standard 3, Indicator 12, on interpreting and analyzing data to draw conclusions. Through discussion and activities, students examine the evolution of the Bill of Rights. In the "trial" activities, it will be helpful for students to examine selected Supreme Court Cases for practice with analyzing and evaluating different points of view about the same set of facts relating to the rights of citizens under the United States Constitution.

Resources. The following resources provide support for the suggested activities:

Avi. (1991). *Nothing but the truth.* Orchard Books. (Fiction)

Burns, James MacGregor. (1995). *Government by the people* (national version). Upper Saddle River, NJ: Prentice-Hall.

Center for Civic Education. (1991). *With liberty and justice for all: The story of the Bill of Rights.* Calabasas, CA: Author (5146 Douglas Fir Road, Calabasas, CA 91302).

Engan-Baker, Dorothy. (1994). *We the people: Skills for democracy.* St. Paul, MN: League of Women Voters of Minnesota Education Fund.

Evans, J. (1990). *Freedom of speech.* Lerner (Also *Freedom of religion* and *Freedom of the press*.)

Farish, L. (1998). *The First Amendment: Freedom of speech, religion, and the press.* Enslow.

Friedrich, Linda D. *Discovering our fundamental freedoms: The Bill of Rights in the early and middle grades.* Philadelphia: Paths/Prism.

Meltzer, M. (1990). *The Bill of Rights: How we got it and what it means.* HarperCollins.

Monic, L. (1995). *The Bill of Rights: A user's guide.* Close-up Foundation.

Morgan, J. (1988). *The American citizen's handbook.* NCTSS.

Pascoe, E. (1998). *Freedom of expression: The right to speak out in America.* Millbrook Press.

Pincus, Debbie, & Ward, Richard. *Citizenship: Learning to live as responsible citizens.* Carthage, IL: Good Apple (1204 Buchanan Street, Box 299, Carthage, IL 62321-0299).

Sgroi, P. (1987). *Living Constitution: Landmark Supreme Court decisions.* Julian Messner.

Supreme Court Decisions Series (1995+). Twenty-first Century Books.

The following U.S. Supreme Court decisions are useful for this topic:

Bethel School District No. 403 v. Fraser (1986).
Hazlewood School District v. Kuhlmeir (1988).
School District of Abington Township v. Schempp (1963).
Tinker v. Des Moines School District (1969).
Wisconsin v. Yoder (1972).
Zorach v. Clauson (1952).

Summaries of these cases can be found in the weekly issues of *U.S. Law Week* (available in any law library).

See also:

Redlilch, Norman, B. Schwartz, and J. Atlanasio. (1996). *Understanding constitutional law.* Bender-Irwin.

Indicator 9: Locate, access, analyze, organize, and apply information about public issues, recognizing and explaining multiple points of view.

This is a more advanced level of examining public issues. The student analyzes the information, creates a coherent summary or synopsis, and then applies the information to whatever task or question has been selected either by the teacher or by the student. The newer element at this level is that students now begin to look in greater depth at the ***varying viewpoints*** that must be considered in the making of government policy.

LEARNING ACTIVITIES: Grades 5–8

MORE ON CURRENT EVENTS

Overview. Democracy requires an intelligent citizenry that can hear and analyze the major issues of the day. According to Turner (1995, p. 117), "the very essence of democracy is the involvement of people in the decisions of government and in decisions about who is to run the government."

Students learn to analyze contemporary issues throughout their academic careers by reviewing current events in the classroom. This review involves locating, accessing, analyzing, and synthesizing information about an important event of the day.

Locating and Accessing Information about Current Events. In cooperative learning groups, students brainstorm a list of public community issues and identify which of these current issues are most important. Students must know what information is available, where to find it, and how to access it. Emphasize first the student's ability to locate and access relevant information using the library. Students learn how to use the Internet, the *Reader's Guide, the Magazine Index*, and the many other reference sources with the help of the library media specialist.

Research Skills. Provide students with opportunities to develop the following important skills throughout the school curriculum:

1. Students identify key words and begin to learn how to develop a search strategy, which is essentially learning to define a problem and some possible hypotheses, or guesses, about what the answers might look like.

2. The next step is to do the actual search using the school library media center and other resources in the community. Students learn to use reference sections of the various libraries and to use the computer to find information.

3. Next, students organize the information collected using index cards, a computer card file, a hand held electronic database calculator, or a computer database program such as dBase5, Access, or Q&A.

4. The library media specialist teaches students to recognize the difference between fact (e.g., a factual news report) and personal opinion (e.g., an editorial). He or she points out that there is a range of subjective opinion—from an educated guess, to a conjecture, to a possible theory or hypothesis.

5. Groups are formed to represent the differing points of view on the issue that has been researched. Each group prepares a summary of their position for presentation to the class and for reaction from the class. At this point, a debate would be feasible.

An Important Public Issue: Budgets. All governments have the power to tax and to spend. The way they carry out these functions is a matter of concern and interest to every citizen. The budget of the local government is an issue that is covered in the media. As an introductory activity, students investigate elements of a household budget by asking their parents or guardians how their budget breaks out. Budgeting computer software (e.g., Quicken, Microsoft Money) can be helpful in this activity as students plug simulated numbers into the worksheet.

City Budget Categories. The town budget is somewhat like the household budget. Both have categories for maintenance, for operations, and for new projects. Begin by asking students to speculate on what they think the city budget looks like. When they have developed their list of budget categories for the city, provide them with a recent or simulated overview of the town/city budget. Students learn the basic categories or funds in the city budget and what they mean. *Note:* The National Economic Standards contain a usable version of this activity, as does *Virtual Economics,* a CD-ROM from the National Council on Economic Education.

Researching Public Issues. Students examine public policy issues on the local level, especially regarding the expenditures and revenue-collection activities of City Council. They form cooperative learning groups, and each group selects a specific public issue (e.g., streets and roads, sales tax, welfare and the homeless, schools, cost of local government). Students research the issues using appropriate media: radio and television, the local press, the Internet, and the many resources of the local library. They develop their arguments and include the various views of competing stakeholders and interested groups and individuals.

Further Exploration. Articles concerning government spending—taxes, public works spending, social welfare programs, defense spending, etc.—appear in every issue of every newspaper and magazines such as *Time, Newsweek, USA Today, and Business Week.* Students select one of these budget topics for investigation or examine the interrelationship of politics and budget.

Connections. Studying public issues involves many of the skills mandated in Cross-Content Workplace Readiness Standards 2 and 3. For examples, students recognize and define problems, access information resources, organize and synthesize information, evaluate the validity of alternative solutions, and do all of this using appropriate tools and technology, including computers, library files on disk, and print resources.

Resources. The following resources provide support for the suggested activities:

Brittain, B. (1992). *All the money in the world.* Harper-Collins. (Fiction).
Ennis, Robert H. (1996). *Critical thinking.* Upper Saddle River, NJ: Prentice-Hall.
Goldman, E. (1996) *Money to burn.* (Fiction)
Lubov, A. (1990). *Taxes and government spending.* Lerner.
Moore, Brooke Noel, & Parker, Richard. (1986). *Critical thinking: Evaluating claims and arguments in everyday life.* Palo Alto, CA: Mayfield Publishing.
Opposing viewpoints juniors Series. (1998+). Greenhaven Press.
Otfinski, S. (1996). *The kid's money book: Earning it, saving it, spending it, growing it, sharing it.* Scholastic.
Santamaria, P. (1992). *Moneysmarts.* Rosen Publishers.
Turner, Thomas N. (1995, May/June). Riding the rapids of current events! *The Social Studies.*
World almanac (for current year)
Wallace, G. (1984). *Money basics: An introduction to the uses of money for young people.* Prentice-Hall.

In addition, the *Taking Sides* series from Dushkin Publishing (Sluice Dock, Guilford, CT 06437) is excellent for training students to see the varying viewpoints on issues in history and current events.

Indicator 10: Analyze the functions of the exercise of the executive, judicial, and legislative branches of government.

Students have already learned about the branches of government and their respective powers as well as the concept of the balance of power. Here they look with more detail into the functions and interactions of the three branches at the local, state, and federal levels.

LEARNING ACTIVITIES: Grades 5–8

THREE BRANCHES OF OUR GOVERNMENT

Overview. The distribution and control of power is the essence of government. People form governments to direct the social groupings we call tribes, municipalities, countries, and alliances. Students learn to realize that the effective distribution of power over others is the foundation of a stable government. This activity presents a historic situation in which the balance of powers in the American government was in a process of adjustment and readjustment. When this happens, historians call it a ***constitutional crisis***. Similar problems arose during the Watergate era when the power of the executive branch collided with that of the legislative branch. In such cases, the balance is reestablished by action of the courts or by one of the other two branches.

Studying the New Deal. In the 1930s, the United States was in the middle of a great economic depression. Incumbent President Hoover did not persuade the electorate that he could fix the economy. Hence, in the election of 1932, Franklin D. Roosevelt, the Democratic candidate, was elected on a platform of "relief, recovery, and reform." The Congress supported the many measures he recommended, which were collectively known as the "New Deal." Students research the many measures that make up the New Deal, including the CCC, TVA, FERA, AAA, NRA, PWA, FDIC, REA, WPA, and SSA. Students consider and discuss the place of government and the span of its control under the New Deal.

Supreme Court Decisions Related to Balance of Powers. The Supreme Court declared some parts of the new program unconstitutional, saying that some programs gave the president too much power. The Constitution decreed that each of the three branches have separate responsibilities with regard to law in American society. In the following activities, students are challenged to discover the application of this theory through an investigation of three cases that the Supreme Court resolved on "Black Monday," May 27, 1935.

Students research each of the following three "Black Monday" Supreme Court decisions:

- *Louisville Bank v. Radford* dealt with the constitutionality of the Frazier-Lemke Farm Act and decided that Congress did not have loan-forgiving powers.
- *Humphrey's Executor v. United States* denied the president the power to remove an administrative appointee.

- *Schechter Poultry Corp. v. United States* ruled that there was an excessive grant of power to the executive branch by the legislative branch.

Divide the class into groups representing each of the following five interested parties: the judiciary branch, or the courts; the executive branch, including President Franklin Roosevelt, his cabinet, and his staff; the Legislative branch, including both houses of Congress; a pro-Roosevelt newspaper; and an anti-Roosevelt newspaper. Each group researches its position (reading primary documents whenever possible) and prepares a written statement of its position. Groups present summaries of their respective positions so that every member of the class understands each position well enough to articulate it. Group members justify the positions taken and the decisions made by their respective factions during the "Court Packing" controversy. Students then hold a series of debates as follows:

- President Roosevelt vs. the courts
- Congress vs. the courts
- Pro-Roosevelt vs. Anti-Roosevelt newspapers

Students evaluate each debating team using a set of criteria developed by the class. They assess the soundness and completeness of the research and the presentation as well as the persuasive style of each of the participants.

After presenting their role-playing views, students consider their actual opinions. Ask questions such as the following: How should the separate powers work in a democratic government? Why was it said that one man, Justice Owen Roberts, had the power to frustrate the will of a majority of the country and the government? Was it a valid contention? How did the situation change so that by 1937 the court was supportive of Roosevelt's program?

Balance of Powers Game. Students play a game called "If I Had the Power." Prepare and distribute role cards to all students. The roles should be players in the game of three branches: President, CIA Director, Senate Majority Leader, Speaker of the House, Rich Industrialist, and so on. Each player states what he or she would like to do in a specific instance as follows:

- ***President:*** The Speaker challenges your authority.
- ***CIA Director:*** The President cedes power to your office.
- ***Majority Leader:*** The House rejects your authority.
- ***Speaker of the House:*** The Supreme Court threatens to remove you from office.
- ***Rich Industrialist:*** The IRS demands half of your holdings.

Each response is scored using a class-developed rubric based on the following generic rubric:

3 (highest)	Response is interesting and complete and clearly shows an understanding of the powers of the three branches.
2	Response is complete but lacks a full understanding of the office.
1 (lowest)	Response lacks a clear understanding of the respective powers of the three branches.

Further Exploration. Students can also explore these controversies through artwork, cartoons, and bulletin boards. Utilize each case to concentrate on the differences in philosophy that existed at the time with regard to the structure and performance of government. The above activities could serve as a springboard into other areas of study, including other controversies in the separation of power (e.g., the events surrounding Watergate and Richard Nixon; the line item veto; the impeachment of Andrew Johnson). Students could investigate the sharing of power in the local community and in the school environment.

Connections. Link to Standard 6.6, as students see how the Great Depression of 1929 provided challenges concerning how best to promote the general welfare. Students learn how individual behavior and thinking influence economic conditions (CPI 9). The Depression was a time when individual and government behavior was affected by needs and wants (CPI 4). Students also learn about the role of money in everyday life (CPI 1) and many other topics in economics.

Resources. The following resources provide support for the suggested activities:

Aaseng, N. (1997). *You are the President.* Oliver Press.
Aaseng, N. (1997). *You are the Senator.* Oliver Press.
Bailey, Thomas A., & David Kennedy. (1994). *The American pageant.* D.C. Heath.
Bartholomew, Paul C. *Summaries of leading cases on the Constitution.* Paterson, NJ: Littlefield, Adams. (Out of print; available from Powell Books at www.mxbf.com)
Bernstein, K. (1989). *The Supreme Court into the third century.* Walker & Co.
Congressional Quarterly's desk reference on American government. (1997). Congressional Quarterly Books.
Constantino, M. (1992). *The 1930's. Facts on File*.
Fremon, D. (1997). *The Great Depression in American history.* Enslow.
Health, D. (1998). *The Presidency of the United States.* Capstone Press.
Isaak, Robert. (1994). *American political thinking.* Harcourt Brace.
McClenaghan, William A. (1997). *Magruder's American government.* Upper Saddle River, NJ: Prentice-Hall.
Schraff, A. (1990). *The Great Depression and the New Deal.* Franklin-Watts.
Stein, R. (1993). *The Great Depression.* Children's Press.
Stein, R. (1997). *The Powers of Congress.* Children's Press.
Stein, R. (1997). *The Powers of the Supreme Court. Children's Press.*
Young Oxford companion to the Supreme Court. (1994). Oxford University Press.

The following U. S. Supreme Court decisions, summarized by Bartholomew, are useful for this topic:

Humphrey's Executor v. United States, 295 U.S. 602 (1935).
Louisville Joint Stock Land Bank v. Radford, 295 U.S. 555 (1935).
Schechter Poultry Corporation v. United States, 295 U.S. 495 (1935).

See The U.S. Supreme Court web pages, USSCPLUS.com, for more recent cases.

Twelfth-grade students can learn about the work of Congress by enrolling in the Internet-based Project, *The Virtual Congress.* This is a project of the Institute for Better Education Through Resource Technology (IBERT), P.O. Box 4753, Glendale, CA 91222 (http://ibert.org/VC).

Indicator 11: Apply knowledge of governmental structure and process to school, town, and community life.

Students will have learned about the organization and functions of the three branches of the federal government, the bicameral legislature, the balance of powers, and the interaction of the three branches at the federal level. This knowledge can now be applied to government activity at the local level.

LEARNING ACTIVITIES: Grades 5–8

THE STRUCTURES OF GOVERNMENT

Overview. Students continue to study the structures and functions of the various parts of the governments at local, state and federal levels. Use teacher-made or commercially available charts to show students the typical breakout of the three branches at all levels. Discuss with students the basic configuration of government that is seen at all three levels.

Creating Laws. In small cooperative groups, students role-play travelers who were shipwrecked and stranded on a desert island. Each group of stranded "travelers" must write five laws regarding governance of the island community, individual and/or group behavior, or whatever they think is necessary. Members of each group pick a leader as well as a recorder (to list the decisions made by either the leader or the group). At the conclusion of the writing session, recorders share their notes with the class for review and comment. As a class, students develop a way to organize the travelers into a governmental structure with a legislature to make more laws, a leadership group or executive council, and a judicial group to settle disputes.

State and Local Governments. Begin the study of the structure and function of state and local governments by developing charts with the class that show the structure of state government (including the three branches). In small groups, students investigate the structures of the three branches and develop organizational charts. These studies should include a more detailed study of the executive branch examining the office of the president (national) and the governor (state), and their respective cabinets and departments. What do the various departments do in Washington and Trenton? Students write to various government offices to request descriptive materials. They also use the Internet to search the relevant Web sites. Each department of the federal and state governments has its own Web page. Students summarize their findings and develop tables of organization for both the national and state executive branches. The student groups then study the court system at state and local levels with the same sequence of activities. Finally, the groups study the legislative branches—the state Assembly and the local Council—to determine similarities and differences. This would be an ideal time for a class trip to observe City Council from the public chamber. Usually no advance permission is required for such a visit. However, it would be advisable to do some advance planning.

Find out when Council meets in public session, and contact the relevant persons for more details. The township municipal office will be helpful in these matters.

Public Issues Related to Basic Constitutional Principles. Each student shares with the class a newspaper or magazine article or taped newscast relating to issues that have arisen in the community regarding the local government. Students explain how the issues they have discovered are comparable to issues raised on the national and state levels, such as providing for the general welfare, funding of public education, balancing the budget, term limits for City Council, campaign finance issues relative to the mayoral election, and so forth. Class discussion follows. Afterward, prepare the class to debate the public issues underlying these news stories. Create (or develop with the class) a rating sheet to judge each debater's performance. Decide on a debate format (e.g., point-counterpoint).

Simulated Public Hearings. Prepare materials for a public hearing on an issue that has been discussed and debated in the media in your town or community. Videotaped segments of such hearings would be helpful. Assign roles to students based on their interests: Mayor, members of Council, heads of executive departments (finance, education, zoning, environmental protection, public safety). Debates can also encourage simulations of public hearings. At these simulated public hearings, issues and their impact on various groups can be portrayed. For example: When industry moves into an area, does it create a public good or a public detriment? Under what circumstances do both judgments apply? Students must research their group's position on the issue in order for their testimony to be accurate and informative. They investigate the nature of citizen involvement. Why are citizens involved? How are they involved? What resources are needed?

Public Issues and the Three Branches of Government. Students examine the role that the legislative, executive, and judicial branches of government at the state and local levels play in the public issues debated earlier. Invite speakers from the three branches at the various levels to speak to the students. (Legislators will be the most accessible.) Start with your local state representatives, who will have offices nearby. After students prepare lists of questions, screen the questions prior to the visit to avoid problems. The questions that the students prepare will depend on the specific office of the guest. Remind students that they should treat all guests with respect. If appropriate technology is available in the school, a teleconference may be arranged.

Attempting to Influence Public Policy. Individually or in small groups, students work to influence specific public policy, to achieve some public good. This may be on any level applicable—the school community, local community, state, or national level. Conduct a lesson on writing a letter to the editor of one of the local newspapers. This is an excellent way for students to participate in government and to learn about how government works. Readership surveys have shown that such letters are among the best-read features in the newspaper. Encourage students to express their thoughts as clearly as possible. Each letter should deal with only one topic, although students may focus on different topics. Students share their thoughts with others as they develop their letters. Clarify issues for students and provide a corrective where there is bias in the reporting of the issue in the press. The class should check the paper each day for about 10 days to determine whether any of the letters have been included.

Further Exploration. Students examine situations where there is a reported conflict in the press or media between community groups interested in the development or implementation of a specific policy impacting business, community life, or political activity. After one or more issues are raised, the class should debate the issue as though they were the Town Council. What resolution do they recommend? Should a policy be changed or created?

Connections. Link this activity to Standard 6.1, Indicator 9, as follows: How do interest-group conflicts that play out in public forums get translated into action by various government bodies? How is the conflict resolved on the local level through ordinances? on the state and federal levels through laws and policy?

Resources. The following resources provide support for the suggested activities:

Center for Civic Education. (1991). *With liberty and justice for all: The story of the Bill of Rights.* Calabasas, CA: Author (5146 Douglas Fir Road, Calabasas, CA 91302).

Engan-Baker, Dorothy. (1994). *We the people: Skills for democracy.* St. Paul, MN: League of Women Voters of Minnesota Education Fund.

Job, Kenneth. *Learning about New Jersey*. (Unpublished monograph on developing and teaching New Jersey-specific materials)

Pincus, Debbie, & Ward, Richard. *Citizenship: Learning to live as responsible citizens*. Carthage, IL: Good Apple (1204 Buchanan Street, Box 299, Carthage, IL 62321-0299).

Sloan, W. (1997). *Great Editorials: Masterpieces of Opinion Writing.* Vision Press.

Winter, Herbert R., & Bellows, Thomas J. (1986). *People and politics: An introduction to political science.* New York: Macmillan.

Indicator 12: Explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.

The origins of the Constitution refer primarily to the philosophical and legal sources of its major ideas and the historical background. Certainly the work of Montesquieu and Locke among others were influential. Listings of the key principles of the Constitution usually include separation of powers, bicameral legislature, election of the president, interstate "full faith and credit," amendment and ratification, and others. Their application continues because succeeding generations have interpreted various aspects differently and because there is a continuing need to test the constitutionality of new law.

LEARNING ACTIVITIES: Grades 9–12

ORIGIN AND PRINCIPLES OF THE CONSTITUTION
Federalists vs. Anti-Federalists

Overview. The study of the Federalist—Anti-Federalist debates teaches students that there was considerable disagreement and discussion among the American founders about the form that the government of the new nation should take and how much power to give to the central government and to the people. Students learn that there was support and opposition to the idea of a new constitution. Previously, there had been a loose confederation of colonies with no strong central government. This had led to many conflicts among the colonies. Students consider the arguments for and against the building of a strong central government. They see that these issues are still with us today and are as current as the latest dispute between a governor and the federal government. Through an understanding of the Federalist—Anti-Federalist debates, students will be able to see how the issues debated over 200 years ago continue to resonate in current political discourse with the continuing issues of states' rights versus the power of the federal government.

Reenacting the Debates. Prepare copies of selected portions of the Federalist Papers (#10, 14, 15, 51, and 84) and significant writings of the Anti-Federalists (including *Letters from the Federal Farmer* (Richard Henry Lee), *Letters of Agrippa*, and Patrick Henry's speech against the proposed Constitution). Divide the class into two groups-the Federalists and Anti-Federalists-based on student preferences. These groups will debate a number of central issues arising out of the Constitutional Convention, such as the following:

- **Whether the federal constitution of 1787 should include a Bill of Rights**—Students write short opinion pieces in the style of *The Federalist*, defending or opposing the idea of a Bill of Rights.
- **What the size of the federal government should be**—Students write short opinion pieces either defending or opposing the Anti-Federalist view.

- **Whether a small, homogeneous country is the best place for the democratic-republic form of government (as Montesquieu held) and the best guarantee of a stable government**—Students write an essay either supporting or opposing the argument.

The student groups use desktop publishing software to re-create two newspapers—the Federalist *Voice* and the Anti-Federalist *Clarion.* Each publication explains one of the opposing positions and presents the essays and opinion pieces written by the students in the above activities. Students draw Anti-Federalist and Federalist political cartoons and crossword puzzles to put in the newspapers as well. After reading the opposing group's newspaper, students then hold a final debate between the two groups.

Comparing Federal and State Constitutions. Students compare and contrast the U.S. Constitution and the New Jersey Constitutions of 1776 and 1884. They answer questions such as the following: How are the constitutions similar? How are they different? Why are they different? Students develop their own charts of the differences and what they mean. They study the background and development of these two New Jersey Constitutions.

A Constitutional Convention for the 21st Century. Students engage in a simulated Constitutional Convention in which they are to be the modern-day founders of a new democratic government in the 21st century. After studying what happened at the first Constitutional Convention of 1787, students write and give opening speeches to the new Constitutional Convention based on one of the following themes:

- "Learning from the Past: Why we should keep the Constitution and the Bill of Rights the way they are"
- "Breaking New Ground: Why we need a new Constitution and a new Bill of Rights."

In small groups, students create a "New Bill of Rights" for the 21st century. They debate the idea of creating new rights, such as the right to an education, healthcare, or housing. Students discuss the ramifications of adding to or subtracting from the original Bill of Rights.

Further Exploration. When students have completed their study of the Federalist—Anti-Federalist debates, they should have a strong understanding of the following:

Connections. These activities support Workplace Readiness Standards 3 and 4 regarding awareness and management of one's own thinking and cooperation with others who may disagree with one's views. These skills are important for students of all ages.

Resources. The following resources provide support for the suggested activities:

Arendt, Hannah. (1985). *On revolution.* New York: Penguin Books.

Bailyn, Bernard. (1967). *The ideological origins of the American Revolution.* Cambridge: Harvard University Press.

Mason, Alpheus Thomas. *The states' rights debate: Antifederalism and the Constitution.*

Meyers, Marvin. (1981). *The mind of the founder: Sources of the political thought of James Madison.* Hanover: University Press of New England.

Peterman, Larry, & Weschler, Louis (Eds.). (1972). *American political thought: Readings.* New York: Appleton-Century-Crofts.

Sandel, Michael. (1981). *What the Anti-Federalists were for: The political thought of the opponents of the Constitution.* Chicago: University of Chicago Press.

Sandel, Michael. (1996). *Democracy's discontent: America in search of a public philosophy.* Cambridge: Harvard University Press.

Wood, Gordon. (1969). *The creation of the American Republic*, 1776-1787. Chapel Hill: University of North Carolina Press.

Indicator 13: Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.

Students must learn that rights entail responsibilities. Rights are not absolute. The right of free speech does not mean that we can say anything at any time. The key concept here is the balancing of rights and responsibilities and how that applies to some major issues in New Jersey and the country at large.

LEARNING ACTIVITIES: Grades 9–12

THE DEMOCRATIC PROCESS

Overview. The first amendment is probably the most familiar section of the Bill of Rights to most Americans. Most of us think of this as the "free speech" amendment. Discuss with students the meaning of this right. In cooperative groups, students list situations in which free speech would be helpful and times when it must be controlled. Remind students that there are other, equally important rights guaranteed to Americans by the U.S. and New Jersey Constitutions. Explain these other rights.

First Amendment Freedoms. After reading copies of the First Amendment, students clearly label the five parts and pay special attention to the freedom of speech and freedom of assembly. Half of the students reexamine freedom of speech with the intent to develop a code for speakers at their school. They investigate questions such as the following: What, if any, limitations should be placed on speakers at their school? What would be their criteria for limitations? Provide brief summaries of related Supreme Court cases both in New Jersey and on the federal level. (These can be found in the *Supreme Court Reporter* or other sources in the law library.) The students' goal is to develop a code for speakers that would stand a test of constitutionality.

The other half of the class examines freedom of assembly. Again students should be provided with some important cases on this subject. Questions for this group include the following: What limits should be placed on right of assembly in school and in the community at large? What is *peaceable assembly?* When is an assembly or meeting of a group of citizens not allowable? What is a good reason for such a gathering? What is not a good reason? Again, provide brief summaries of related Supreme Court cases both in New Jersey and on the federal level.

First Amendment Rights in Today's Media. Students research current rights-related issues in the media (e.g., newspaper, TV, films, the Internet). Two excellent films are *Twelve Angry Men* (an intense study of jury deliberations in which a lone dissenter persuades the jury after a long debate) and *Absence of Malice* (the government investigates an innocent man who happens to be the son of a gangster). Students locate rights-related print-based and online news stories, bring them to class, summarize the case, and lead the class in a discussion.

Connections. Link this unit to Standard 6.1, Indicator 14, which deals with teaching students to examine public issues and evaluating different viewpoints.

Resources. The following resource provides support for the suggested activities:
Miller, Roger LeRoy. (1998). *West's American government.* West Educational Publishing. (Contains a good collection of summaries of U.S. Supreme Court decisions. There are many other sources in your local library.)

The following U.S. Supreme Court decisions are useful for this topic: Bethel School District No. 403 v. Fraser (1986); Hazlewood School District v. Kuhlmeir (1988); New York Times v. Sullivan, (1964); Schneck v. United States (1919); Tinker v. Des Moines School District (1969).

An additional and helpful resource is the New Jersey State Bar Foundation's Law Center. Call 1-800-FREE LAW for publication and seminars.

Indicator 14: Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.

This indicator continues the study of public issues. Students study current events and issues surrounding public policy in and out of government in greater depth. Emphasis is on continued development of the research skills and higher-order thinking skills needed for collecting and using information from the media and elsewhere.

LEARNING ACTIVITIES: Grades 9–12

STUDYING CURRENT EVENTS

Overview. One of the major purposes of social studies education is to empower students to fully participate as citizens in the American democratic system. Citizens can analyze current issues and make intelligent judgments and choices about many aspects of daily life (not just voting). This level of participation in democracy means that the citizen is aware of the issues of the day and has attitudes and beliefs about different problems and different groups based on valid and current information. Good citizens can locate, access, and analyze the mass of information coming from the media, from other individuals, from the workplace, and from their own personal experience. We must strive to give students these important skills.

Investigating Current Issues. The class develops a list of issues that would maintain their interest during the research phase of this activity. After clustering the items on this list, students pick about five interesting topics to investigate. They bring in newspaper clippings, magazine articles, printouts of news stories and other materials found on the Internet, or videotaped segments related to these issues. These materials are sorted and filed according to topic.

Assessment. At this point, assess the quality of the locating skills displayed thus far by students. Have they used appropriate media? Have they used credible sources? Was information complete and accurate? Were citations complete? Would the students be able to find the data later? Do the students know how to evaluate sources? Examine the work completed thus far to determine what instruction will be needed to develop research skills. The library media specialist can be very helpful in working with students on library and media research in general.

Presenting Findings. Students organize the collected materials into three or four key issues and form small groups to investigate these issues further. Each group appoints a spokesperson to present the group's research findings to the class for review and discussion. Presenters should always cite the source of their findings, using photocopies and quotations. They should be able to define the credibility of each such source. Finally, using criteria developed in conjunction with the class, evaluate the work of each group. The class may also assess each group's work. (See the Randolph

Township School District Curriculum for Education Media Centers for a well-defined and complete K-12 program on research skills in the library/media center.)

Internet Session. The class continues to search for public issues using the Internet. Assign different students to work on each of the major search engines (Lycos, Infoseek, etc.) using various search strategies (combinations of key words). Students should also check out some major news sources like: CNN.com; abcnews.com, and so on. As they become more proficient at surfing the 'Net, they develop better keyword searches and find better information. Note: With the help of the library media specialist, screen Internet sites to protect students from the hate and indecent material that is available there.

Connections. Workplace Readiness Standards 2 and 3 are relevant to the above activities as students use print and computer-based resources to find information. They then analyze the information and evaluate alternative viewpoints.

Resources. The following resources provide support for the suggested activities:

Baily, Thomas A., & Kennedy, David. (1994). *The American pageant.* D.C. Heath.

Bartholomew, Paul C. (1965). *Summaries of leading cases of the Constitution.* Paterson, NJ: Littlefield, Adams.

Isaak, Robert. (1994). *American political thinking.* Harcourt Brace.

McClenaghan, William A. (1997). *Magruder's American government.* Upper Saddle River, NJ: Prentice-Hall.

Randolph Township Schools. (1998). *Curriculum for education media centers.* Randolph, NJ: author.

Indicator 15: Analyze the roles of the individual and the government in promoting the general welfare of the community under our Constitution.

Students practice some of the duties and responsibilities of individual citizens as they participate in democracy by learning about the federal budget process.

LEARNING ACTIVITIES: Grades 9–12

WHAT IS A GOOD CITIZEN?
Investigating The Budget

Overview. Citizens should be knowledgeable about the activities of their government, including the law-making and budget-making processes. One of the most interesting and timely policy issues in the United States today is the federal budget-making process. Students learn about the stages in the process, beginning with the delivery of the proposed federal budget to Congress from the White House. This is followed by House and Senate consideration of the budget in great detail. Then, a conference committee of members of both houses arrives at a jointly agreed-upon version, which is voted on by both houses. The conference version of the budget is then returned to the White House for the president's signature. Students may have read in the newspapers and heard on television and radio something about the struggles between Congress and the president on this issue. They may, in fact, have been directly affected when the federal government was forced to "close down" for failure to come to a budget agreement in Congress in 1997. The political struggles inherent in the budget-making process can expose students to the multiple points of view as to how the federal government should raise money (tax policy) and how it should spend the revenue it receives.

Group Work. Making a Federal Budget. In cooperative learning groups, students research the various spending programs included in the federal budget, such as the following:

- Entitlement Programs (e.g., Social Security, Medicare, public assistance, Medicaid, food stamps, disability, and veterans' benefits)
- Defense Spending (including foreign aid)
- Education
- Environment

An additional group can investigate federal tax policy, looking at the taxes that are currently in place and the current arguments for tax reform. They should especially look at the proposed flat-tax as a way to simplify the incredibly complex federal tax code. Each of these groups can serve as expert resources for the class in learning about the income and expenditures of the federal government. Each group develops a budget for the federal government that expresses its specific interest and then presents the budget to the class. These presentations demonstrate how various political interests represented can affect priorities in terms of the budget-making process. Students come to realize that

the budgetary policy must be constructed through the collective, and often opposing, viewpoints of a number of federal institutions and individuals.

As an extension activity, each student within a cooperative learning group can represent a different special interest. Each student creates a federal budget that can be agreed upon by the entire group. Students come to realize how difficult it is for the Congress to enact an annual federal budget when so many diverse special interests must be considered. (Remember to provide students with specific numbers to work with. These numbers can be based on actual or hypothetical figures and also can include a deficit figure or a goal of reducing the deficit.)

Creating a Balanced Federal Budget. Students investigate the movement toward creating a balanced federal budget. They study the Gramm-Rudman Balanced Budget Act of 1985 and the subsequent Supreme Court decision declaring portions of the act unconstitutional. Students may debate the necessity of a balanced budget, the pros and cons of the proposed balanced budget amendment to the Constitution, and any deficit reduction plan passed by Congress.

Ask the class, as a whole, to create a federal budget based upon debates presented by assigned students before the entire class. For example, students may be assigned to debate issues such as welfare reform, federal aid to local public schools, federal loans to college students, or defense spending. Based on the arguments presented in these debates, students then analyze, evaluate, and prioritize their own ideas about federal spending.

Assessing Tax Policy. Students assess tax policy by addressing the various types of federal taxes enacted by Congress. Each cooperative learning group researches a specific federal tax, assesses the pros and cons of the tax, and analyzes the special interests that favored and/or opposed the tax. Each group presents recommendations to the class on whether the tax should be retained, changed, or discontinued. Students address the consequences of their recommended change on society in general and on the level of federal spending.

Further Exploration. Students examine issues in the local community regarding the sharing of power. Is the School Board elected or appointed? Does it have the power to tax? What are the powers of the local planning board? Especially pithy is the Zoning Commission. What do they do? How does their work affect business and the average citizen? Students make written inquiries to local government officials, invite speakers to class, and do some research with the help of the library media specialist.

Connections. Analyzing budgets involves mathematical skills. See Mathematics Standard 4.2, CPIs 9 and 10, as students "formulate questions, conjectures, and generalizations about data," and "reflect on and clarify their thinking so as to present convincing arguments for their conclusions." See also Language Arts Literacy Standard 3.4, CPI 25, as they "gather and synthesize data from a variety of sources including print materials [and] technological resources."

Resources. The following resources provide support for the suggested activities:

Baily, Thomas A., & Kennedy, David. (1994). *The American pageant.* D. C. Heath.
Isaak, Robert. (1994). *American political thinking*. Harcourt Brace.
McClenaghan, William A. (1997). *Magruder's American government.* Upper Saddle River, NJ: Prentice-Hall.

Indicator 16: Analyze the functioning of government processes, such as elections, in school, town, or community projects.

The focus here is on local government. Students should learn about the chief executive—whether a mayor or city manager, strong mayor or weak mayor, form of government, city committee or city council, committees, agencies of the executive branch, and so forth. There is a very good opportunity here for local contact with government officials and for field trips to visit and observe the functioning of the local government.

LEARNING ACTIVITIES: Grades 9–12

HOW DOES A GOVERNMENT WORK?
City Hall

Overview. The importance of local government in each of our lives is undeniable. However, it is likely that the average citizen knows more about who runs their national and state government. Similarly, most people are ignorant of how key decisions that affect their lives are made by local governments. The following activities intend to assist students in improving their knowledge of the local government process, its major functionaries, and potential for controversy and conflict resolution.

The Structure of Local Government. Students become aware of the positions within local government that have power. They request charts from the municipal office of the city or town, including an organizational table for the city government (listing the mayor or city manager and the various executive departments, the court system, and the City Council or Township Committee) and a function chart (listing the duties and responsibilities of each element of the government). The function chart could include the following columns: Responsibility of Office, Name of Present Officeholder, Salary, Method of Selection, and Term of Office. Some suggested positions of importance within the community could include the following: Mayor, Town Council members, Police Chief, Tax Assessor, Superintendent of Schools, Clerk, Municipal Court Judge, Municipal Attorney, Engineer, and Superintendent of Recreation.

Students use these charts throughout their study of local government, producing their own versions and writing descriptions that include functions and interrelations of branches of the government. The chart and their translations into other forms may be used to generate a discussion that emphasizes how local government affects our lives.

How Laws Are Made. Students study the law-making process at the local level. What are the types of laws? They begin with the study of the local elections board. What are its duties? What does the board do every day when there is no election in progress? The class can use what they learn from the above to plan and conduct an election in the school. This would be a useful citizenship-education activity for the entire student body. Perhaps a simulated election for mayor or city council could be conducted, instead of the familiar presidential straw-polls that so many schools do.

Assessment. Individual students should be tested on their knowledge of local government with specific questions about personalities and roles. The group can be evaluated on the quality of the school election and their analysis and publication of the results.

City Guides. Find out what other resources are available from your local government. Plan to be there when the City Council is in session so that students can sit in the gallery and observe the debate. Arrange ahead of time with your local representatives for students to visit them in their offices and to chat. Collect literature about government services and availability of information about bills under consideration or laws that are in place. If this is not feasible, work with your library media specialist to get listings of names of addresses of local or state representatives. Students write individual letters to the representatives about class activities and their general interest in learning about government. You will be surprised at some of the responses. Invite an elected government representative to your class to speak and answer questions.

Further Exploration. A field trip to the municipal building or to the State House[1] in Trenton would be a very good way for students to observe government in action. Use the state legislative manual for state contacts.

Connections. Students use workplace readiness skills such as critical-thinking and problem-solving skills and mathematics skills, especially in analyzing the results of the school election. They use language arts literacy skills in writing to legislators, meeting with them, conducting interviews, and summarizing the experience.

Resources. The following resources provide support for the suggested activities:

Office of Public Information. *The legislative process in New Jersey.* [A pamphlet distributed by the Office in the State House[1] in Trenton. The State Legislature maintains a toll-free number (800-792-8630) to provide the public with information about legislative activities. Your city government may also have such a service.]

Manual of the legislature of New Jersey. [Order from P.O. Box 2150, Trenton, NJ 08607-2150; (609)396-2669, extension 2. Contains addresses of members of the State Legislature, the text of the New Jersey Constitution (1947), descriptions of government agencies, and historical information.]

[1] Tours of the New Jersey State House in Trenton are conducted Tuesday, Wednesday, and Friday from 10 am until 3 pm. They are free. Call (609) 633-2709.

Standard 6.2
CITIZENSHIP AND THE HUMANITIES

All students will learn democratic citizenship through the humanities, by supporting literature, art, history, philosophy, and related fields.

INTRODUCTION TO STANDARD 6.2

The developers of the standards believed that the study of the humanities was essential to informed civic participation. Standard 6.2 requires students to study the humanities—literature, art, history, and philosophy—in order to learn democratic citizenship. Studying the creative works that embody the values of the American democratic tradition will help students acquire multiple perspectives on the human condition, deepen their understanding of American and world cultures, and improve their ability to communicate cross-culturally and to resolve conflicts.

The humanities are, by definition, interdisciplinary and can be woven through multiple subject fields. For example, local curriculum developers may choose to incorporate humanities activities into existing courses on New Jersey, United States, and world history. In *Expectations of Excellence,* the National Council for the Social Studies (1994, p. 30) suggested that "in the early grades, students . . . experience views of citizenship in other times and places through stories and drama." The sample learning activities in this chapter reference the historical themes and time periods specified for Standards 6.3 through 6.6.

The instructional activities developed for Standard 6.2 cover a broad range of humanities topics, from portraiture to Puritanism to 19th century Romantic literature. All of the activities can form an integral part of a civics education program and blend with regular history and social studies courses. For example, an activity on Charles Dickens's *A Tale of Two Cities* not only adds a literary component to a unit on the French Revolution but also facilitates a discussion of political change and violent revolutions. Similarly, an activity on Pueblo pottery introduces an artistic dimension to an elementary unit on Native American culture and deepens the students' appreciation of the diverse cultures in our country.

Descriptive Statement: The humanities—history, literature, the arts, philosophy, law, and related fields of study—enrich students' understanding of the human experience. They form a body of knowledge about human experience that is indispensable to informed civic participation in our democratic society. They enable students to recognize the moral and ethical dilemmas that have brought us to the present and to project where our choices may lead in the future.

Through reading, writing, viewing, and discussing humanities materials, students develop a knowledge base for understanding the complexities of American and world cultures. The humanities also equip students with a set of conceptual tools needed to engage in informed civic discourse about how to resolve conflicts between diverse cultures within our democratic society.

Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Recognize human experiences through time, as depicted in works of history, literature, and the fine arts.
2. Identify social history represented in works of literature and the fine arts.
3. Understand how works of aesthetic expression serve as cultural representations.
4. Evaluate works, such as personal creations, which communicate a human condition or question.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

5. Compare and contrast examples of artistic and literary expression from different historical and social settings.
6. Analyze examples of art, literature, philosophy, and architecture that have influenced, and been influenced by, their societies and cultures.
7. Analyze and explain different artistic, literary, and historical depictions of the same subject.
8. Identify the mutual impact of technology and aesthetic expression.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

9. Give examples of historical, literary, and artistic works which have influenced society in the past and present, and identify their effect on our understanding of basic human rights.
10. Examine the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person's creative work.
11. Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.2

Grades K–4

Indicator 1: *Art Tells the Stories of History—Portraiture as Social History*

Indicator 2: *Social History in Art—Pottery of the Southwestern Pueblos*

Indicator 3: *How Art Reflects Society—Music Appreciation for Young Children*

Indicator 4: *How a Work of Art Communicates*

Grades 5–8

Indicator 5: *Comparing the Arts across History—Artistic Style Changes in History*

Indicator 6: *How Art and Literature Influence Society and Are Influenced by Society*

Indicator 7: *Different Artists, Different Views—The Abolitionist Movement in United States History*

Indicator 8: *Technology and the Arts—Celebration of the Future: World Fairs, 1876–1915*

Grades 9–12

Indicator 9: *The Influence of the Arts and Their Effect on Human Rights*

Indicator 10: *The Artist's Life and Work—Modern Latin American Art and Identity*

Indicator 11: *How Artists View Historical Events—Romanticism and Revolution*

Indicator 1: Recognize human experiences through time, as depicted in works of history, literature, and fine arts.

In the primary grades, students should begin to recognize how human experiences can be represented through works of history, literature, and the fine arts. Students are introduced to the power and fascination of the historical narrative. This genre emphasizes the importance of storytelling in the elementary grades as preparation for history. At the elementary level, we favor the storyteller over the analyst of history to engage the interest of children.

LEARNING ACTIVITIES: Grades K–4

ART TELLS THE STORIES OF HISTORY
Portraiture as Social History

Historical Period: Optional

Historical Theme: The History of the Arts

Overview. The study of portraits (whether photographs, prints, or actual paintings) can lead learners to establish a personal connection with individuals from the past. The examination and identification of the faces, the clothing, the room and its furnishings, and the general background can help the student investigate the character and the times of the individual. This review also serves as a springboard for the development of a chronological sensitivity as the learner compares the context of portraits to everyday observations and to what he or she would use to create a self-portrait.

Examining Portraits from the Past. Discuss portraits from the past and how to interpret them. Explain that portraits provide a personal link with people from the past. Point out that wealthy and/or famous people, prior to the invention of photography, commissioned artists to paint their likenesses so that future generations would know what their ancestors looked like. Like all paintings, a portrait is a product of its time and of a certain artist belonging to that particular time period. The portrait subject also belongs to that time period. The style of clothing and background give information about the sitter's personality and position in society. For purposes of comparison, display at least three portraits. The following portraits would work well in a discussion at the K-4 level:

- Paul Revere by John Copley
- Mona Lisa by Leonardo da Vinci
- Pope Leo X with His Nephews by Raphael
- The Family of Charles IV by Goya
- Self-Portrait by Cezanne
- Portrait of Miss Bowles with Her Dog by Reynolds
- Portrait of Miss Haverfield by Gainesborough

Orally or in writing, students respond to questions such as the following: What do we learn about this person by looking at his or her face? What clothes is the person wearing? What background objects are detailed? What do these objects tell us about the person painted? When you think this portrait was painted? After examining each of the portraits and answering the above questions for each, students compare and contrast the portraits.

Creating a Self-Portrait. Challenge students to draw their own self-portrait. First, they answer each of the above in relation to themselves. They can ask peers for help as they decide what facial expression, clothes, and background props to draw and paint. After completing their self-portraits, the students display them in the class and explain why they chose to represent themselves in this way.

Connections. The activity also can be used for middle- and secondary-level students who are studying particular historical eras and/or events. The same or different portraits may be used to probe deeper connections between artistic representations and the culture of a society or a nation (Standard 6.4, Indicator 6; and Standard 6.5, Indicators 5, 12, and 16).

This activity also dovetails nicely with a visual arts unit on painting and/or photography. Students can learn how the technical elements of artistic creation impact the meaning the work(s) under consideration (Standard 1.2). The combination of historical interpretation and artistic critique can only enhance students' appreciation of the portraits.

Further Exploration. Consider inviting a professional portraitist to speak to the class about his or her work. This experience will give students a deeper understanding of the art and expose them to the work habits and skills needed for this career (Workplace Readiness Standard 1, Indicator 1).

Resources. The following resources provide support for the suggested activities.

Clark, Michael. (1995). *Cultural treasures of the Internet.* Upper Saddle River, NJ: Prentice Hall. (An annotated listing of websites of museums, university libraries, and publishers around the world)
Collins, P. (1994). *I am an artist.* Millbrook.
Come look with me Series. (1992+). Lickle Publishers.
De Paolo, T. (1989). *Art lesson.* Putnam.
Dionetti, M. (1996). *Painting the wind.* Little, Brown. (Fiction)
Getty Museum. (1997). *A is for artist.* J. Paul Getty Museum.
Hurd, T. (1998). *Art dog.* HarperCollins.
Janson, H. W. (1986). *History of art.* New York: Harry N. Abrams.
Micklethwait, L. (1993). *A child's book of art.* Dorling Kindersley.
Renshaw, J. (1992). *Teaching children to read art.* Constellation Press.
Richardson, W. (1991). *Families through the eyes of artists.* Children's Press.
Royal Academy of Arts. (1993). *Painting: A young artist's guide.* Dorling Kindersley.
Welton, J. (1994). *Looking at paintings.* New York: Dorling Kindersley.
Woolf, F. (1990). *Picture this: A first introduction to painting.* Doubleday and Company.

If the school library media center does not own or have access to a substantial collection of slides or appropriate CD-ROM software, such as *Art Gallery* (National Gallery, London), contact slide libraries at New Jersey colleges and universities to arrange short-term loans. The New Jersey Council for the Humanities' Media Center offers slide reels to schools at a low, annual subscription rate. Call 1-888-FYI-NJCH for a media catalog.

Indicator 2: Identify social history represented in works of literature and the fine arts.

Students in the primary grades should be presented with works of literature and the fine arts that illuminate the everyday lives of past peoples. Activities developed under this indicator should make use of texts and/or objets d'art that serve some function and are familiar to young children (e.g., prayer books, cookware). The goal here is to see the social context in the work of art and to better understand the people and the life of that time or place. This gives students a powerful method for interpreting past lives and cultures and for appreciating what those people considered worthwhile.

LEARNING ACTIVITIES: Grades K–4

SOCIAL HISTORY IN ART
Pottery of the Southwestern Pueblos

Historical Period: Optional

Historical Theme: The History of the Arts

Overview. The social history of any society can be explored through an analysis of its literature and fine arts. These artifacts reveal the deeper feelings and aspirations of the culture. Students gain a greater understanding of life in general and of the continuity of their own culture. They also gain a rich, cross-cultural understanding when they study cultures that are part of the heritage of our American past. One such society is the Southwestern Pueblos.

In analyzing the pottery of the Pueblo communities, students learn how native peoples used the natural resources of the region to solve their needs in aesthetically pleasing ways. Clay of the region was used to create distinctive Pueblo pottery that reflects Southwestern Native American history and culture. Students will gain an appreciation of Pueblo pottery by researching various types of pots and designs and then creating their own examples.

A Study of Pots. Students research the various forms, shapes, and colors of pots. Read relevant literature to the class, and distribute pictures of Pueblo pottery. If real examples (or replicas) of Pueblo pottery are available, display them. Students draw examples of various designs found on pots and discuss what they reflect. They also list the variety of tools, fuel, and natural materials that were used to make this pottery.

From Clay to Coiled Pots. Students make their own coiled pots using either commercially available clay or naturally occurring clay that they dig from the ground. (Water and sand can be added in small amounts to the natural clay.) Cut pieces of cardboard to form the base for each pot. Each student works with some of the clay to create a soft, flat shape and places it on the cardboard base.

With more clay, the student makes a long, narrow coil and places it on the edge of the base to form a wall. Additional coils are added, and cracks smoothed by hand. The student then shapes the pot into its final form, polishes the outside with a smooth stone, and creates designs with a stick. The pottery should be left to dry for several days.

Further Exploration. This activity can be further extended to show how clay was instrumental in the development of Southwestern Native American architecture, in the form of adobe dwellings. Students can also understand that naturally occurring clay was used to build shelters in many parts of the world. The interrelationships between the environment, community needs, and the arts can be clearly established.

Connections. This activity may be combined with a unit on clay molding. Arts and humanities teachers can block-schedule to allow students ample time to explore the aesthetic and interpretive aspects of Pueblo pottery (Visual and Performing Arts Standards 1.1, 1.2, and 1.5). At the conclusion of the unit, teachers may organize a field trip to a local pottery workshop to see how electric wheels and large, modern kilns operate (Workplace Readiness Standard 2).

Resources. The following resources provide support for the suggested activities.

Anderson, Peter. (1993). *Maria Martinez: Pueblo potter* (Picture-Story Biographies Series).
Baylor, B. (1987). *When clay sings.* Atheneum.
Bunzel, R. (1998). *The Pueblo potter.* Dover Publications.
Burby, L. (1994). *The Pueblo Indians.* Chelsea House.
Florian, D. (1991). *A potter.* Greenwillow.
Hallett, Bill, & Hallett, Jane. (1991). *Pueblo Indians of New Mexico: Activities and adventures for kids.* Look and See.
Hyde, Hazel. (1983). *Maria making pottery.* Sunstone Press.
Macaulay, David. (1975). *Pyramid.* Houghton Mifflin.
Morris, J. (1997). *Tending the fire: The story of Maria Martinez.* Rising Moon.
Swentzell, R. (1992). *Children of clay: A family of Pueblo potters.* Lerner.

Indicator 3: Understand how works of aesthetic expression serve as cultural representations.

Aesthetic expression both reflects and shapes culture. In the primary grades, students can begin to understand the larger culture they live in by studying and practicing forms of aesthetic expression that reinforce basic relationships, such as home and family. In later grades, students learn to assess the cultural content of works of art and other related products and to value those which express democratic virtues and aspirations.

LEARNING ACTIVITIES: Grades K–2

HOW ART REFLECTS SOCIETY
Music Appreciation for Young Children

Historical Period: Optional

Historical Theme: The History of the Arts

The History of Popular Culture

Overview. In the primary grades, home and family are seen as the foundation for training in civic participation in democracy and as the essential context for the social studies. Children's songs, set to simple melodies, help to articulate children's emotions about family relationships and their perceptions of home life. For some children, certain songs reflect a domesticated, nurtured, and innocent childhood that they actually experience; in other instances, songs gently shed light on more complicated relationships, fears, and challenges.

Singing Nursery Rhymes, Lullabies, and Other Songs. Reading and singing nursery rhymes are not new ideas for the primary grades. Familiarity with the songs of young children, particularly those with intergenerational themes, helps to encourage an emotionally supportive and intellectually stimulating level of discourse in families—and family solidarity is the basis of civic virtue. At home and in the classroom, songs can lead children to understand their society's moral attitudes and manners and can provide children with the "social capital" needed to solve problems and to manage their relationships with other people. Linguistically, there is evidence that melody facilitates verbal recall. Students learn the words first and then sing the melody. Prepare a song sheet (with words only) for each child. If possible, play a video or other visual with the words and music, preferably karaoke style.

- **Nursery Rhymes** (first recited and learned; then sung):

  Three Blind Mice
  Little Tommy Tucker
  Sing a Song of Sixpence
  Farmer in the Dell
  Ring-around the Rosy
  Baa, Baa, Black Sheep
  London Bridge
  Here We Go Round the Mulberry Bush

- **Lullabies** (supportive of neoteny and intergenerational relations):

  Brahms' Lullaby
  Slumber Song (Bach)
  Bye, Baby Bunting
  Lulajsze Jesuniu
  Rockabye Baby
  Away in a Manger
  Cradle Song
  Sweet and Low
  Twinkle, Twinkle, Little Star
  All through the Night

- **Songs about Home, Family, and Country**

  Home Sweet Home
  Billy Boy
  Over the River and through the Woods
  Susie, Little Susie (Hansel & Gretel)
  When at Night I Go to Sleep (Hansel & Gretel)
  Brother, Come and Dance With Me (Hansel & Gretel)
  Frere Jacques
  Home on the Range
  Old McDonald
  The Banks of the Wabash
  Skip to My Lou
  The Sidewalks of New York
  We Gather Together
  Yankee Doodle
  Paul Revere's Ride
  Our National Anthem and the national anthems of Canada, England, and other countries

After learning the songs, students take turns at attempting to paraphrase what the song means to them and recounting any personal experiences that the songs may recall. Encourage students to bring in the words and music of other songs, especially patriotic songs that their parents or siblings may know.

Further Exploration. Early singing experience can prepare children for other art forms. Celebrated paintings, particularly those of Chardin, John Singer Sargent, and children's illustrators E. H. Shepard and Jessie Willcox Smith, offer further amplifications of themes related to family and home. Introduce related literature, such as the poems of Robert Louis Stevenson and Eugene Field and the stories of Beatrix Potter and Kenneth Graham. These poems and stories illustrate a vision of nurtured childhood in the home context.

An abbreviated version of Hansel and Gretel can be role-played with the songs, "Brother, Come and Dance with Me," "When at Night I Go to Sleep," and "Susie, Little Susie."

Connections. This activity helps students acquire the technical skills of aesthetic expression (Standard 1.5) and develop a general appreciation for the performing arts (Standard 1.3).

Resources. The following resources provide support for the suggested activities.

Aries, Philippe. (1962). *Centuries of childhood.* New York: Vintage Books.
Aries, Philippe, & Duby, Georges (Ed.). (1989). *A history of private life.* Cambridge and London: Belknap Press.
Cohn, A. (1993). *From sea to shining sea: A treasury of American folklore and folk songs.* Scholastic.
Delamar, G. (1987). *Mother Goose: From nursery to literature.* McFarland.
Lemair, H. (1988). *Little songs of long ago.* Philomel.
Lomax, J. (1994). *American ballads and folk songs.* Dover Publishers.
Melmed, L. (1993). *The first song ever sung.* Lothrop, Lee & Shepard.
Oxenbury, H. (1986). *The Helen Oxenbury nursery rhyme book.* Morrow.

Songs may be found in the traditional music series still available in most schools. Most helpful would be a piano, guitar, or autoharp in each classroom, and a teacher (or aide) who can play it.

Indicator 4: Evaluate works, such as personal creations, which communicate a human condition or question.

This indicator asks elementary students to think critically about certain artifacts, which are not necessarily considered "art" by the creator but which communicate something about the human condition. These artifacts include notes, letters, diaries, family photographs, hobbies, and crafts that may have been created for ornamentation but also serve a practical purpose to the families, communities, and cultures that use them.

LEARNING ACTIVITIES: Grades K–4

HOW A WORK OF ART COMMUNICATES

Historical Period: Optional

Historical Themes: The History of the Arts

The History of Popular Culture

Overview. Material culture refers to objects and artifacts that are meaningful to families, communities and cultures. Often, the object or artifact serves as the medium for communicating a story about past traditions and rituals. Examples of material culture that are recognizable to young children include quilts, jewelry, pottery, toys and dolls, masks, costumes, and clothing. By completing the following activities, students should understand that the object serves a practical purpose and at the same time tells a story and communicates a way of life. They should also realize that the object has counterparts in every other culture. This awareness of the continuity of culture reinforces the valuing by the student of community and the sense of participation.

Comparing and Contrasting Pottery from Different Cultures. Bring in slides, pictures, or actual pieces of pottery from cultures that are different historically as well as geographically. Examples may include a Chinese porcelain vase, an Athenian vase, a Philistine stirrup jar, and an American coffee cup. Students determine what is similar about these items, their function, the materials they are made of, and the place they are kept in the house. List all of these similarities on the board, and provide some historical background about the oldest pieces of pottery found.

Students describe some of the ways that these objects differ (e.g., shape, color, design, age). List these differences on the board, and explain that one way that cultures differ is in how they communicate their culture on objects such as pottery. For example, the Chinese vase has very delicate, painted flowers on a highly glazed surface. This may reflect a culture that is very respectful of beauty in nature, prizes highly skilled artists, and has a wealthy class that can buy and keep such items. In comparison, point out that the Athenian vase shows many human figures engaged in a variety of activities. This may indicate a culture that celebrates human activity of any kind.

Recognizing Individual Interpretations. Emphasize that there is not just one correct way to explain the meaning of design on pieces of pottery. Ask students to explain the design on an American coffee cup, based on what they know about contemporary American culture. Point out that even individuals living in the same culture may disagree over the meaning of the design.

Researching the History of Pottery. Now that the students understand the dual importance of an object such as a piece of pottery within a culture, they examine the history of pottery and how it has changed over time. Use a timeline and comparison charts, or encourage older students to research a particular culture's pottery and report back to the class. Each student displays a picture of the piece of pottery researched, describe what it was used for in that society, and how it was decorated.

Understanding Family Artifacts. Students bring in personal artifacts from home that are part of their family history and describe the significance of such objects.

Further Exploration. As a culminating activity, students create their own pieces of pottery, either out of clay or through drawing or painting. Students define what their pieces of pottery are used for and decorate the exteriors of the pieces in ways that reflect their own lives in some way (e.g., hobbies, family, neighborhood, a favorite movie). Afterward, each student writes a brief explanation of what the pottery says about his or her life and how it compares to other pieces of pottery discussed in class.

Connections. Through examining multiple examples of pottery, students can learn to identify common elements found in different cultures (Standard 6.5, Indicator 1), and gain a deeper understanding of the relationship between the form and function of the material artifacts of culture (Standard 6.5, Indicator 5).

Resources. The following resources provide support for the suggested activities.

Charleston, Robert J. (Ed.). (1968). *World ceramics.* New York: McGraw-Hill.
Cooper, Emmanuel. (1981). *A history of world pottery.* New York: Larousse.
Gonen, R. (1974). *Pottery in ancient times.* Minneapolis: Runestone Press.
Gonen, R. (1993). *Fired up! Making pottery in ancient times.* Runestone Press.
Munsterberg, H. (1998). *World ceramics: From prehistoric to modern times.* Penguin Studio.

Indicator 5: Compare and contrast examples of artistic and literary expression from different historical and social settings.

By comparing artistic and literary styles from different times and cultures, students begin to recognize differing modes of representation and design. They learn to relate these differences to the historical or social contexts and to appreciate diverse representations of the human experience. This appreciation enhances intergroup understanding and other components of democratic citizenship.

LEARNING ACTIVITIES: Grades 5–8

COMPARING THE ARTS ACROSS HISTORY
Artistic Style Changes in History

Historical Periods: Optional

Historical Theme: The History of the Arts

Overview. Students can learn to recognize the unique styles of the art of Greece, Rome, the Italian Renaissance, early American, and Modern. Students identify works of art as belonging to a specific time and place in terms of the social implications of the work—from plebeian to middle class to aristocratic, from Victorian to 1920s Paris. As students learn to recognize styles, they can analyze them and describe how they are similar and how they differ.

In all four of the areas cited in Standard 6.2, there are clear examples of contrasting styles:

- **Literature:** The 19th century novels of Eliot, Thackeray, and Trollope are clearly different from the modern realistic novel.
- **Painting:** The idealized form in Renaissance painting differs from abstract modernism in Picasso, Braque, and Miro.
- **Philosophy:** The rationalism of Descartes and the utilitarianism of Mill and Locke are significantly different from modern existentialism.
- **Architecture:** The gothic style in the French cathedral at Rouens and in churches and castles all over Europe can be clearly seen as much different than the modern block style of Wright, Van der Rohe, Kahn, and Howe.

Students can learn to recognize styles with sufficient exposure to pictures, videotapes, museum trips, and other experiences that enrich their cultural backgrounds.

Relating Styles to Historical Periods and Social Settings. Using photocopies of book and magazine illustrations, assemble an album of paintings and sculpture of several historical periods. For example, the collection might include Greek sculpture, medieval religious painting, and Italian Renaissance painting and sculpture. (There are many other choices.) Students read background material on the periods represented by these works of art. One group brainstorms some characteristics of the period, while another group compares and contrasts the art of different periods. Both of these groups report their findings to the class.

The two groups then begin to look at the settings of the works they have studied. One group relates the style to the historical periods. Members of the second group determines the social setting of the works produced and answer questions such as the following: Was the work of art commissioned? How was the artist paid for his or her work? Was this work of art valued by the community in general or by only a small group?

Virtual Tours. Students use the guidebook *Cultural Treasures of the Internet* to visit museums and collections throughout the world. Its 300 pages list the Internet addresses of many of the world's cultural resources.

Further Exploration. One of the more important developments in the history of Western art is the rise of naturalistic painting in Italy during the 15th century. Earlier painting styles had relied on medieval conventions, in which religious subjects were rendered in a two-dimensional, almost otherworldly, manner. In contrast, the new Italian style, championed by painters such as Alberti and Masaccio, made use of linear perspective to lend a more natural, three-dimensional quality to religious subjects. These new paintings also added a "human element" to the religious stories they depicted. For instance, Masaccio's *The Expulsion from Paradise* (1427) realistically portrays the shame and humiliation of Adam and Eve as they leave the Garden of Eden.

The attribution of human qualities and emotions to religious subjects is a distinguishing mark of Renaissance painting and serves as a metaphor for the larger cultural transformation of Europe during the 15th and 16th centuries. Humanism, the notion that "man is the measure of all things," was rapidly replacing religious orthodoxy as the dominant intellectual paradigm of the continent. Students can visually comprehend this paradigm shift through a comparison of medieval and Renaissance painting styles.

Arrange a series of slides comparing medieval and Renaissance styles of painting. Slides may be obtained through university art libraries or through private cultural organizations. The following comparisons may be helpful:

- Cimabue's *Madonna and Child* (13th century) and Giotto's *Madonna and Child* (c. 1284)
- Giotto is considered a forerunner of Renaissance painters. Note the style of Giotto's figures compared with the otherworldliness of Cimabue's figures.
- Medieval depictions of the Holy Trinity and Masaccio's *The Trinity with the Virgin* (c. 1427)
- Masaccio's *Trinity* is a masterly study in perspective. Teachers and students can compare this fresco with medieval frescos or paintings of the same subject.
- Limbourg brothers' detail in *Tres Riches Heures* (1411), Gentile da Fabriano's *Adoration of the Magi* (1423), and Fra Angelico's *Deposition from the Cross* (1433)

Teachers and students can witness the evolving concept of perspective in the landscapes of these three images. The Limbourg detail and Fabriano's *Adoration* both depict unnatural landscapes, whereas Fra Angelico's *Deposition* suggests greater three-dimensionality, with its receding view of Jerusalem.

Students can continue their study of Renaissance art by practicing naturalistic drawing and painting in their art classes. Art teachers can provide instruction in the basic concepts of perspective and ask students to render a three-dimensional landscape. Some students may prefer the more mystical, two-dimensional style of medieval art.

Connections. By comparing medieval and Renaissance painting styles, students learn how artistic works can reflect historical and cultural trends (Standard 1.5, Indicator 5). See also related standards and indicators in Language Arts Literacy and World Languages.

Resources. The following resources provide support for the suggested activities.

Clark, Michael. (1995). *Cultural treasures of the Internet.* Upper Saddle River, NJ: Prentice-Hall.
Clouse, N. (1997). *Perugino's path: The journey of a Renaissance painter.* Eerdman's Press. (Fiction)
Corrain, L. (1997). *Art of the Renaissance.* Peter Bedrick Books.
Glubok, S. (1994). *Great lives: Painting.* Scribner and Sons.
Hale, John. (1994). *The civilization of Europe in the Renaissance.*
Hall, M. (1993). *Michelangelo: The Sistine Chapel restored.* Rizzoli Books.
Harris, N. (1994). *Renaissance art.* Thomson Learning.
Janson, H. W. (1991). *History of art* (4th ed.).
Skira, Venturi, R. (1992) *A weekend with Leonardo da Vinci.* Rizzoli Books.
(Also *A Weekend with Michelangelo*)

Teachers can obtain slides through the New Jersey Council for the Humanities Media Center. For a catalog and subscription rates, call 1-888-FYI-NJCH. Teachers may also contact New Jersey colleges and universities to obtain information on long-term slide loans.

Indicator 6: Analyze examples of art, literature, philosophy, and architecture that have influenced and been influenced by their societies and cultures.

Works of art can have characteristics or styles that are directly related to the culture in which they are produced. Students learn to identify and describe style in art and literature. They begin to see the connection: how style in art and literature reflects the society and how art and literature can have a direct impact on the culture.

LEARNING ACTIVITIES: Grades 5–8

HOW ART AND LITERATURE INFLUENCE SOCIETY AND ARE INFLUENCED BY SOCIETY

Historical Period: Optional

Historical Theme: The History of the Arts

The History of Literature

Overview. Works of art—from the idealized sculptures of classical Greece to the distorted modern forms of Brancusi and Marcel Duchamp—are representative of the values and viewpoints of their times. In literature, romanticism emerged as a reaction to the classicism and rationalism of the 18th century. Throughout history, there have been instances of continuity and change in the arts, in literature, and in philosophy. Students should be able to recognize the characteristic styles of certain periods in history. They should also understand the connection between style and idea in art of a given period and the general cultural and social climate of that era.

Impact of Movies and TV. The impact of art on society and vice versa can be better understood by students with reference to contemporary culture. Ask students about the impact of movies and television on their own behavior and on the behavior of others. Students brainstorm a list of movies and television shows that they think have influenced society.

Impact of the Written Word. Discuss with students the impact of the written word throughout history. Use examples of eloquence such as the Declaration of Independence, the Gettysburg Address, Martin Luther King's "I Have A Dream" speech, and Kennedy's inaugural address. Are these works of art? Clearly they had a great impact on their times.

Examples of Style. Students begin to collect materials and build a file of copies of paintings, sculpture and architecture as illustrations of the style of a given period. This activity may be extended to music and drama.

Further Exploration. Working in small groups, students compose definitions of each of the important periods in the art of a selected culture. They explain these definitions to the class and provide examples of each style.

Connections. See Standard 7.2 regarding the relationship between language and culture.

Resources. The following resource provides support for the suggested activities.

Baigell, M. (1996). *A concise history of American painting and sculpture.* Harper & Row.
Glenn, P. (1996). *Discover America's favorite architects.* Preservation.
The little red, white and blue book. (1987). World Almanac.
Munro, R. (1986). *Architects make zigzags: Looking at architecture from A-Z.* Preservation Press.
Wakin, E. (1996). *How TV changed America's mind.* Lothrop, Lee and Shepard.
Wilkinson, P. (1993). *Amazing buildings.* Dorling Kindersley.
Wood, R. (1995). *Architecture.* Thomson Learning.

Indicator 7: Analyze and explain different artistic, literary, and historical depictions of the same subject.

The humanities provide students with multiple lenses through which to view and interpret important events and issues. This experience enhances the student's understanding of the major triumphs and dilemmas of human society and helps to develop the ability to participate in democratic society. Beginning in the middle school years, students should learn to draw from a variety of sources (e.g., paintings, literature, and oral histories) to arrive at a more complex understanding of events and issues.

LEARNING ACTIVITIES: Grades 5–8

DIFFERENT ARTISTS, DIFFERENT VIEWS
The Abolitionist Movement in United States History

Historical Period: The Age of Civil War and Reconstruction (1820–1870)

Historical Theme: The History of Slavery

Overview. The persistence of slavery into the 19th century in America is a shameful blot on American history. However, students learn that many individuals in both the North and the South during the time before the Civil War were bitterly opposed to the "peculiar institution" and many acted vigorously to do something about getting rid of it. These individuals were called abolitionists. The abolitionist movement in the United States, focused primarily in the North, increased widespread sectional controversy over slavery and other issues dividing the North and the South. All of this, of course, culminated in the Civil War.

Historical events, key literature, and artistic depictions can all be analyzed to increase students' understanding of the growth of antislavery sentiment in the United States from approximately 1830 to 1865. (See especially the writings of Shelby Foote and the excellent PBS series by Ken Burns on the subject.)

Students can trace and evaluate the Abolitionist Movement through an analysis of various laws, Supreme Court decisions, literature such as Harriet Beecher Stowe's *Uncle Tom's Cabin,* primary source documents, photographs, paintings, and art prints. The library media specialist can provide resources, instruction and search strategies to locate these resources.

Understanding the Historical Issues and Events. One way students can begin to understand how issues of slavery divided the nation is through a study of the Fugitive Slave Act of 1850, which gave slave traders and bounty hunters the power to enter free states, recapture runaway slaves, and return them to slavery. Students first discuss this act and personal liberty laws in order to reach con-

sensus on the meaning of these limitations. Next, students consider that the Fugitive Slave Act was immoral in the eyes of many people. They give examples of what laws individuals have refused to obey on moral grounds, such as laws regarding military draft or segregation. Then the class debates whether or not such actions are appropriate in a democracy.

Students then consider the issues of the Dred Scott case and how this Supreme Court decision made the Missouri Compromise unconstitutional. After researching this decision, they outline the legal issues that were debated and which divided the nation. Students also examine events that occurred at Harper's Ferry in 1859 and judge for themselves whether John Brown's actions were those of a freedom fighter or a terrorist. After reading the actual proceedings of the John Brown trial, students recreate their own mock trial to understand and express how public reaction to Brown's raid marked the change from the compromising spirit of the country to that of irrepressible conflict.

Reading and Reenacting Literature. Anger over the Fugitive Slave Law prompted Harriet Beecher Stowe to write *Uncle Tom's Cabin* in 1852. Students review this text and select appropriate scenes for a class reading or play. After rehearsing their parts, the "actors" perform the scenes for the class. A narrator introduces each scene and explains the key events.

Examination of diaries, letters, and narratives from this period, like those of Harriet Tubman, enhance students' understanding of the common struggle for security in a society where inhuman and cruel attacks, both legal and illegal, commonly occurred. Students create their own journal writings or prepare oral stories to retell Underground Railroad escape experiences to the Midwest, Mexico, Cuba, or Canada. They chart various paths on maps and include landmarks for reference.

Examining Artistic Statements. Finally, students analyze issues of the abolitionist movement and growing sectional controversy through various paintings, photographs, and art prints of the era. They first study Charles T. Webber's 1850's painting titled "The Underground Railroad" (Cincinnati Art Museum). This painting depicts runaway slaves stopping at an Indiana farmhouse. Students write reactions to the painting and describe possible conversations.

Students examine the photographs or art prints of key abolitionist figures like Frederick Douglas, William Lloyd Garrison, and Nat Turner. Comparisons of various works of the same subject can provide understanding of artists' attitudes. Students extend their understanding of the Civil War through examination of Matthew Brady's powerful photographs.

Further Exploration. Throughout the Civil War period, abolitionists published and distributed several "slave testimonials" to persuade Northerners of the moral righteousness of their cause. Though embellished for literary effect, these testimonials provide an important record of the horrors and indignities endured by slave men and women. As a special project, students read a famous testimonial—for example, an excerpt from the writings of Frederick Douglass—and research and evaluate its impact in the North.

Connections. These activities invite students to analyze and interpret multiple sources of data to arrive at a set of conclusions about an important event in American history (Workplace Readiness Standard 3, Indicator 12). By exposing students to several historical facts and interpretations, the

activities also serve as an introduction to the basic principles of historiography (Standard 6.3, Indicator 13).

Resources. The following resources provide support for the suggested activities.

Avi. (1997). Something upstairs. Avon. (Fiction)
Barthelemy, Anthony G. (1988). *Collected Black women's narratives.* New York: Oxford University Press.
Bial, R. (1995). *The underground railroad.* Houghton-Mifflin.
Bisson, T. (1988). *Nat Turner: Slave revolt leader.* Chelsea House.
Blockson, Charles L. (1987). *The Underground Railroad: First person narratives of escapes to freedom in the North.* Prentice Hall.
Bradford, Sarah. (1994). *Harriet Tubman: The Moses of her people*. Citadel Press.
Connell, K. (1993). *Tales from the underground railroad.* Raintree Steck Vaughn.
Czech, K. (1996). *Snapshot: America discovers the camera.* Lerner.
Hamilton, V. (1988). *Anthony Burns: the defeat and triumph of a fugitive slave.* Knopf.
Levine, E. (1993). *If you traveled on the underground railroad.* Scholastic.
Manley, A. (1997). *Dreamseekers: creative approaches to the African American heritage.* Heinemann.
McKissack, P. (1992). *Sojourner Truth: Ain't I a woman?* Scholastic.
Paulsen, T. (1994). *Days of sorrow, years of glory.* Chelsea House.
Petry, Ann. (1996). *Harriet Tubman: Conductor on the Underground Railroad.* Harper Trophy.
Santruy, Laurence. (1983). *Young Frederick Douglass: Fight for freedom.* Troll.
Stowe, Harriet Beecher. (1981). *Uncle Tom's cabin: Or life among the lowly.* New York: Penguin.
Taylor, K. (1996). *Black abolitionists and freedom fighters.* Oliver Press.

The Web site for background information on the National Park Service's Underground Railroad tourist sites is at http://www.nps.gov/undergroundrr

Indicator 8: Identify the mutual impact of technology and aesthetic expression.

The rapid pace of technological change in the early 20th century has had a profound impact on the arts, literature, and philosophy. Students study the growth of technology and the degree to which it has enhanced democratic processes worldwide. Television brings information into homes throughout the world. The entire world quickly learned about Tiananmen Square, for example, and the collapse of communism in Russia. The computer and the fax machine gave expression to the thinking of groups like the students in Tiananmen Square, who were able to get their message out through these media.

LEARNING ACTIVITIES: Grades 5–8

TECHNOLOGY AND THE ARTS
Celebration of the Future: World's Fairs, 1876–1915

Historical Period: Industrial America and the Era of World Wars (1870–1945)

Historical Theme: The History of Popular Culture

Overview. Science fiction writing, futurist art, and existential philosophy all may be seen as aesthetic responses to the rapid pace of invention at the turn of the century. In recent times, technology has provided the arts and other branches of scholarship with new media through which to express the human condition. Computer technology alone has opened new avenues of artistic expression, while providing philosophers with new insights into how the human mind works.

The mounting of large-scale exhibitions and world's fairs in the late 19th and early 20th centuries symbolized America's faith in the power of people, democracy, and technology. Billed as "windows to the future," these fairs attracted large audiences to observe new inventions that would transform daily life, such as Thomas Edison's lightbulb display at the 1876 Centennial Exhibition in Philadelphia. Subsequent fairs featured innovations in agricultural technology, transportation systems, and industrial production, all of which attest to the democratic concern for the welfare of all citizens.

> Expositions are the timekeepers of progress. They record the people and quicken the human genius. They go into the home. They broaden and brighten the daily life of people. They open mighty storehouses of information to the student. Every exposition, great or small, has helped this onward step. (President William McKinley, as quoted by the *New York Times*, September 6, 1901).

The celebratory nature of these exhibitions reflects the mood of optimism and faith in America at the start of the "American Century."

Impact of the World's Fairs on the American Psyche. To comprehend the role technology has played in the shaping of American cultures, students examine the impact of world's fairs on the American psyche in the first half of the 20th century. In small groups, students research the public reaction to a particular world's fair by locating newspapers and periodicals of the day as well as texts devoted to world's fairs. By describing the objects and events displayed in the exhibits, they are able to identify the major ideas and values of America's political, financial, corporate, and intellectual leaders. Suggested world's fairs include the following:

- The Centennial Exhibition, Philadelphia, 1876
- The New Orleans World's Industrial and Cotton Exposition, 1885
- The Chicago World's Columbian Exposition of 1893
- The Atlanta Cotton States and International Exposition, 1895
- The Tennessee Centennial Exposition, 1897
- The Trans-Mississippi and International Exposition, Omaha, 1898
- The Pan-American Exposition, Buffalo, 1901
- The Louisiana Purchase Exposition, Saint Louis, 1904
- The Lewis and Clark Centennial and American Pacific Exposition and Oriental Fair, Portland, 1905
- Panama-Pacific International Exposition, San Francisco, 1915
- Panama-California Exposition, San Diego, 1915

Identifying Modern Technology for a World Exposition. After researching past world fairs, students select objects and ideas of the 20th century to include in a "20th Century World Exposition" devoted to the "advancement of humanity." Each student selects only one item and presents a rationale for its selection, including an explanation of its impact on the progress of humanity during the 20th century. Because exhibition space is limited, the class chooses only five objects—the most important objects of the 20th century—to be the "core exhibits" of the fair. As a final activity, students write an argumentative essay defending the selection of these five objects or their selection of the "Single, Greatest, Object or Idea of the 20th Century."

Describing Careers. Students consider the world of careers by looking through the *Children's Dictionary of Occupations* (CFKR Career Materials, 11860 Kemper Road, #7, Auburn, CA 95603, 800-525-5626). Each child selects one interesting career in arts or entertainment and writes about it. Ask: Does this sound like something you may want to do when you are in the working world? Why? Students do additional research on their career selections.

Further Exploration. Pose the following question to students: To what extent does the growth of technology enhance the democratic process? Students research various instances of cultural, technological, and related social change and write a research paper on the question.

Connections. This set of activities helps students understand how technology causes cultural change (Standard 6.5, Indicator 10) and how public demands for products influence economic decisions (Standard 6.6, Indicator 9). The activities also provide students with an appreciation for the role of technology in the ever-changing workplace (Workplace Readiness Standard 2).

Resources. The following resources provide support for the suggested activities.

Alter, J. (1997). Meet me at the fair: county, state and world's fairs and expositions. Franklin-Watts.
Benedict, Burton. (1983). *The anthropology of world fairs.* Berkeley: Scholar Press.
Cohen, Barbara, & Leller, Steven. (1989). *Trylon and perisphere: The 1939 New York World's Fair.* New York: Abrams.
Grote, J. (1998). *The Chicago world's fair.* Barbour and Company.
Hoobler, D. (1993). *Summer of dreams: The story of a world's fair girl.* Silver Burdett. (Fiction)
Mattie, E. (1998). *World's Fairs.* Princeton Architectural Press.
Rydell, Robert. (1984). *All the world's a fair.* Chicago: University of Chicago Press.
Rydell, Robert. (1993). *World of fairs.* Chicago: University of Chicago Press.
Rydell, Robert. (1987). *All the world's a fair.* Chicago: University of Chicago Press.

Access the history of world's fairs at many Internet addresses, for example:

http://xroads.virginia.edu/~ma96/wce/title.html (Chicago World's Fair, 1893)
http://www.sanfranciscomemories.com/ppie/panamapacific.html
(San Francisco World's Fair, 1915)
http://websyte.com/alan/nywf.html (New York World's Fair, 1939)

Search on "World's Fairs."

Indicator 9: Give examples of historical, literary, and artistic works which have influenced society in the past and present, and identify their effect on our understanding of basic human rights.

The humanities have frequently affected the actions of governments and other important parts of society. There are many historical works as well as novels, poems, and paintings that have served to raise the consciousness of people in general about human rights issues. Students learn the connection between cultural products and individuals' awareness of major issues.

LEARNING ACTIVITIES: Grades 9–12

THE INFLUENCE OF THE ARTS AND THEIR EFFECT ON HUMAN RIGHTS

Historical Period: Optional

Historical Theme: The History of the Arts

The History of Philosophy and Social and Political Thought

If poets are the "unacknowledged legislators" of society and the "pen is mightier than the sword," then the influence of literature and the arts on society are significant. Many great literary works have influenced our understanding of basic human rights (e.g., Paine's "Common Sense," Stowe's *Uncle Tom's Cabin*, Whitman's *Democratic Vistas*). Upton Sinclair's novel *The Jungle* exposed horrible working conditions in the Chicago meat-packing industry in 1906. The increased public awareness resulted in legislation that improved the lot of workers in that industry. If we consider journalistic works as well, we can point to Rachel Carson's *The Sea Around Us* or Ralph Nader's *Unsafe at any Speed* as examples of books that influenced society. Works of art like Picasso's *Guernica* or Oliver Stone's films *Wall Street* and *JFK* have also reflected strands of public opinion in their times.

Photographs and Paintings of Human Rights Issues. Build a collection of photographs and paintings (prints) on topics related to human rights. Challenge the class to identify each picture by historical period and country. Afterward, each student selects one photograph or painting as a research topic and writes a 1,000-word research paper discussing how the art work explains life in that country at the time, especially regarding human rights issues. A series like *Eyes on the Prize* (NPR video) would be especially good; other photographic works suggested are pictures of the Tiananmen Square uprising or Hungary in 1956 under the Russian attack on freedom. Students research the period and the country as background for their interpretation of the picture.

Human Rights Issues on Television or in Movies. Ask students to recall favorite movies or television shows dealing with human rights issues. Examples may include *Mississippi Burning* (1994) (civil rights) and *Return to Paradise* (1998)(right of trial by jury). Each student writes a summary of the plot and prepares a study guide for the film or TV show highlighting the human rights issues raised by the film/show and listing issues and questions for study.

Analyzing Mood Captured by the Camera. Present a set of photographic portraits from various magazines and ask students to describe the mood of the subject. Students analyze pictures with a message (e.g., works of Cartier-Bresson, Andre Kertesz) and translate the message into words. Pass the pictures around the classroom for different interpretations, which the students then discuss.

Further Exploration. Develop a list of terms from the cinema (e.g., *montage, editing, directing, producing, mise-en-scene*) with definitions. Discuss each of these terms with the class. Show a favorite videotape of a movie and ask the class to identify instances of montage, use of lighting, etc. Work with the class to develop a listing of the scenes in the film as well as the number of setups or individual locations. Students identify ways in which they would have changed various aspects of the film. Focus especially on editing and locations. Ask questions such as the following: What would have worked better for this or that purpose? Why, for example, did Richard Brooks place the actual crime scene at the end of *In Cold Blood* rather than at the beginning? Was this effective? What would the class have done?

Link this set of activities with current events. Students view a current movie (video) about a controversial topic (you pick one or let them do so) and discuss the effect that it has had on current society. Almost any Oliver Stone film (e.g., *JFK, Nixon, Wall Street*) would be useful for this activity.

Connections. This activity is related to Language Arts Literacy Standard 3.5, Indicator 11 ("Recognize and respond to visual messages of humor, irony, metaphor"). It also relates to Visual and Performing Arts Standard 1.4, Indicator 3 ("Evaluate and interpret works of art orally and in writing, using appropriate technology"). The student draws on a variety of skills to translate the picture into words and to interpret it as a cultural production of a particular time and place.

Resources. The following resources provide support for the suggested activities.

Arnheim, Rudolph. (1964). *The visual image.* Berkeley: University of California Press.
Friedan, Betty. (1967). *The feminine mystique.*
McLuhan, Marshall. (1962). *The medium is the message.* New York: Macmillan.
Goffman, Erving. (1954). *Gender advertisements.* New York: Macmillan.
Eyes on the Prize, a video-set available in video stores.

See also the *NJN Video Catalog* and educational software catalogs.

Indicator 10: Examine the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person's creative work.

The biographical details of a writer's, philosopher's, or artist's life can be helpful in interpreting his or her work. Particularly relevant here is the political situation in which the writer finds himself or herself. Students examine the degree to which intellectual freedom and democracy enhance creativity.

LEARNING ACTIVITIES: Grades 9–12

THE ARTIST'S LIFE AND WORK
Modern Latin American Art and Identity

Historical Period: The Modern World

Historical Themes: The History of the Arts

The History of Social Classes and Relations

Overview. Writers and painters like Arnold Schoenberg and Thomas Mann left Nazi Germany in the early 1930s as Hitler's power was growing. Why did they leave? What was the resultant effect on German art and culture? Is it possible that the looting of French art by the Nazis in 1943 and 1944 was related to the lack of any real artistic expression in Germany at that time? Similarly, artistic expression under Stalin in Russia was sterile and empty. Only at the end of the communist hegemony did art and literature begin to flourish.

The modern art of Latin America reflects a unique and diverse range of work that parallels the changing identity of Latin America during the 20th century. As Latin American nations have moved towards greater political, economic, and cultural independence, the artists have also created their own unique style less based on the traditional European styles in which they were trained. Edward J. Sullivan describes the development of modern Latin American art as it disconnected from the modern art movement in Europe. He writes:

> Although the early manifestations of a modernist temper in Latin American art are related to the artistic phenomena in Europe that engendered them, the uses and purposes of the forms of expression developed in Europe were sometimes radically changed by Latin American artists, who responded individually to different sets of cultural, political, social, and even geographic and demographic realities in the various nations in which they lived in (Rasmussen, Ed., 1993, p. 18).

The art of Latin America during the 20th century reflects the unique experience of the countries of Latin America during the same time period.

Identifying Latin American Artistic Expression. The class reviews the history and geography of Latin America, researching answers to questions such as: What is Latin America? What do the countries of Brazil, Cuba, and Mexico share in order to be included under the umbrella term of "Latin America"? Culturally, Latin American nations share the contributions of indigenous Native Americans, Catholic Spanish, and Portuguese conquerors, African slave culture, and other Europeans who moved to Latin-American countries after the 1800s. The class discusses the effects of this cross-cultural fertilization—political, social, and economic—throughout the history of Latin America, especially regarding artistic expression. Before the students begin their individual research, highlight some themes that are present in much of Latin American art, such as the following:

- Reverence for nature and natural resources
- Celebration of indigenous people and culture
- Catholic symbolism combined with indigenous worship, political protest, and Marxist symbolism
- Expressions of a unique cultural identity that resulted from the mixing of many cultures

Researching an Artist's Life. Students examine a piece of artwork from Latin America or elsewhere using biographical and historical knowledge of the artist's environment. Each student selects an artist and a piece of artwork of interest and conducts biographical research on that individual. The student notes the artist's country of origin, the socioeconomic and political status of his or her family growing up, the nature of the artist's education, the historical time period in which that person lived, and the artist's political connections and opinions. Through an understanding of the artist who created the artwork, students can better describe what they see as its meaning. The students' research can be facilitated by the library media specialist, who can review print-based and online biographical resources and share strategies for searching and evaluating information sources.

Students who have difficulty can be prompted by questions such as the following: Why did this artist paint this picture? What was this artist trying to tell you with his or her art? The student can make two separate lists: a list of biographical themes and a list of historical themes that might be reflected in the artwork. Each student explains his or her artwork selection to the class while other students keep notes on how they think each piece of art reflects the life or experience of its artist. Encourage varying points of view during the ensuing discussion.

Further Exploration. Students may wish to continue their study of Latin American culture by delving into the rich body of literature produced by 20th century Latin American authors. The works of Gabriel Garcia Marquez, Octavio Paz (both Nobel laureates), Carlos Fuentes, and others provide rich descriptions of daily life in Latin America and weave together themes of religion, social class, and politics. Beginning with the clues provided by the writings, students research the political and social backgrounds of these and other writers by going to standard sources such as encyclopedias and histories of Latin America. Students critique the writings of these and other authors as expressions of their times.

Connections. Some major themes in 20th century Latin American Art (e.g., religion, social injustice, political freedom) address important issues covered in the New Jersey Holocaust Curriculum and Standard 6.4 (Indicators 12 and 13).

Resources. The following resources provide support for the suggested activities.

Keen, Benjamin. (1992). *A history of Latin America.* Boston: Houghton Mifflin.

Lucie-Smith, Edward. (1993). *Latin American art of the 20th century.* London: Thames & Hudson.

New Jersey Commission on Holocaust Education. (1996). *The Holocaust and genocide. Vol. 1. Caring makes a difference* (Curriculum guide, K-4). Volume II. The betrayal of mankind (Curriculum guide, 9-12). Trenton, NJ: Author.

Rasmussen, Waldo (Ed.). (1993). *Latin American artists of the twentieth century*. New York: The Museum of Modern Art.

Indicator 11: Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.

Painters and writers depict historical events through their perceptions and emotions. The passion they bring to their art instructs students in a vivid and interesting way that is different from and supplementary to the (intended) objective presentation of the textbook. Through studying artistic and literary interpretations of major historical events, students learn how artistic observers emphasize aspects and themes of history to reinforce a point of view.

LEARNING ACTIVITIES: Grades 9–12

HOW ARTISTS VIEW HISTORICAL EVENTS
Romanticism and Revolution

Historical Period: Age of Revolutions (1700–1850)

Historical Themes: The History of Social Classes and Relations

The History of Literature

Overview. Few events have inspired as many literary and artistic works as the French Revolution. To the romantic writers and artists of the 19th century, the revolution symbolized the freedom of the human spirit—the triumph of the common man and woman over injustice and oppression. Poems by Wordsworth and Coleridge and paintings by David and Delacroix drew upon the revolutionary theme to celebrate the quest for individual liberty. Students learn from and are inspired by these emotional presentations based on a passionate love of liberty and equality.

The most well-known literary work on the French Revolution is Charles Dickens's *A Tale of Two Cities* (1859). Dickens' novel recounts the bloody summer of 1792 in Paris, the execution of King Louis XVI, and the reign of terror orchestrated by the infamous revolutionary leader, Robespierre. These events serve as backdrop, however, for Dickens' tale of unrequited love and individual sacrifice. Like his 19th century peers, Dickens saw history as an opportunity to celebrate individual honor and heroism. The library media specialist can provide alternate resources for teachers and students to use.

Comparing Accounts of the French Revolution. After reading excerpts of British accounts of the French Revolution, such as Edmund Burke's *Reflections on the French Revolution* (1790) and Thomas Carlyle's *The French Revolution* (1837), students compare these accounts with Charles Dickens's fictional treatment of the same period in *A Tale of Two Cities*. Students compare conservative and liberal reactions to the revolution. They also read selections from Simon Schama's recent

study of the French Revolution, which argues that conditions had been improving before the revolution began.

Studying Historical Fiction. Students consider the accuracy with which Dickens depicts historical events and debate the value and viability of historical fiction as a literary genre. Through an examination of the saga of Lucie Manette, Charles Darnay, and Sydney Carton, students explore the novel's subordination of history to individual heroism, as exemplified by Carton's willingness to take Darnay's place on the guillotine so that Darnay and Lucie may be together.

Documenting Revolt and Revolutionaries. Students prepare a radio play on the subject of heroism in the face of tyranny. The social text could be the American Revolution, the French Revolution, or Tiananmen Square. Individual groups of students work on the scenario, dialogue, and background (or sets). Alternately, students develop a front page for a newspaper reporting the events surrounding the French Revolution in 1789, beginning with the tennis court oath on June 20. Students do some background research and work together to create an interesting presentation, including writing, artwork, and layout. They use computer desktop publishing software for the final product (if available).

Further Exploration. Students may explore additional literary representations of the French Revolution from the Romantic period and compare the treatment of history by other authors with that of Dickens. Samuel Coleridge's "France: An Ode," Mary Alcock's "Instructions, Supposed to be Written in Paris, for the Mob in England" (1799), and William Wordsworth's "London 1802" (1805) all serve as vehicles through which students may observe the various ways that writers use literature to address important historical concerns. Students also examine their differing reactions to the struggle for liberty in France and the resulting excesses.

Connections. These activities will facilitate students' grasp of political, diplomatic, and social ideas, forces, and institutions in world history (Standards 6.3 and 6.4).

Resources. The following resources provide support for the suggested activities.

Burke, Edmund. (1790). *Reflections on the French Revolution.*
Carlyle, Thomas. (1837). *The French Revolution.*
Dickens, Charles. (1859). *A tale of two cities.*
Norton anthology of nineteenth century English literature (Many editions).
Schama, Simon. (1989). *Citizens: A Chronicle of the French Revolution.* Harvard University Press.